NYS TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING
FRIDAY, November 15, 2024
8:30 AM – 3:00 PM
In Person & Virtual

Location: Office of Parks, Recreation & Historic Preservation, 625 Broadways, 1st Floor, Albany, NY

Agenda:

- Reminder to start the recording of the meeting
- Call to Order
- Introductions:
- Reminder: Commissioners need to be on camera. The volume needs to be unmuted. Your complete name needs to be displayed.
- Guidelines: Public Participation:
- Approval of Minutes from previous meeting

Discussion: Meeting Calendar 2025
Jan 3, 17(Friday before MLK), 31; Feb 14, 18; March 14, 28; April 11, 25; May 9, 23 (Friday before Memorial Day); June 6, 20

LUNCH: will be determined

Discussion: Where are we on each Goal?

- Goal A-1 & A-2: Age & Standards - Marrick
- Goal B: Feasibility & Effectiveness - Brian, Heidi, Kate
- Goal C: Partnerships - Gwen, Kate
- Goal D: Underserved/Under Resourced - Mike, Kevin, Casper
- Goal E: Awareness - Kathryn, Heidi, Kate

Define Terms: Glossary of Terms to create a common state-wide vocabulary

2:40 For the Good of the Group

Game Plan for next meeting: 12/6/2024

3:00 Adjourned

Upcoming Events:

- 11/5/2024: Southeastern Zone Conference, AHPERD, Cardinal Spellman High School: Kate, Marrick; Catskill Zone Conference, AHPERD, Minisink Middle School
- 11/15/2024: Drowning Commission Meeting In-Person, Albany, NY
- 11/20-11/24/24: NYS AHPERD Conference @Turning Stone, Verona, NY
- 2/1-2/8/2025: 2025 NDPA/AOAP Conference, St. Pete's Beach, FL
- 2025 VT Virtual Water Safety Symposium: 3/24/2025

https://www.ny.gov/programs/temporary-commission-prevent-childhood-drowning

NEW YORK STATE
TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING

Goals of Commission:

The commission shall:

(a) Determine an appropriate age and/or stage of childhood development when children can properly begin water safety and swimming instructions and develop statewide standards for such instruction.

(b) Investigate and evaluate the feasibility and effectiveness of programs which incentivize parents and guardians to enroll children in water safety and swimming instruction.

(c) Develop a comprehensive plan for public-private partnerships between the state and community centers, nonprofit organizations, recreational facilities, swimming instructors, and other relevant stakeholders and expanding existing state resources such as parks and pools to provide access to free swimming instruction and determine the feasibility of such programs.

(d) Develop an implementation plan to ensure its swimming safety programs are available in underserved communities; and

(e) Develop a comprehensive plan for a public awareness campaign to ensure parents and guardians receive information on the importance of children receiving basic water safety and swimming instruction.

NYS TEMPORARY COMMISSION TO PREVENT CHILDHOOD DROWNING
9:30 AM TO 11:30 AM

2024
December 6
December 20

Dates approved by Commission: 8/11/2023, revised 1/12/2024; revised 5/31/2024

COVER SHEET

New York State

Temporary Commission

To

Prevent Childhood Drowning

December 2024

QUESTIONS:

1. nonprofit or non-profit; If we are using for-profit with a dash, we should be consistent with non-profit; nonprofit is one word in the original legislation
2. What phrase are we using: **in, on, near** water, **in, on, around** water, or **at, in, around** water?
3. Spelling of FLOATATION we are using…. Not FLOTATION – both are correct spellings, so we need to be consistent
4. Where do we want to put the Web Link References? Do we want to keep them?
5. Where do we want KPI's: at the beginning of the goal or at the end? Goal C is at the beginning, and Goal D is at the end.

NOTES:

1. The proper term is chairman regardless of gender; it should not be abbreviated as chair.
2. If we are referencing a recommendation number or an appendix somewhere in the text, please highlight that in this font color; that way it will be easier to make sure that all our references align if we change the organization.
3. If it's in pink, then it's stuff Marrick is working on or needs to review.
4. under-resourced and/or underserved – that is the order in this document.
5. Term to remember: Drowning Prevention Strategies

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RECOMMENDATION 2: ACADEMIC TRAINING

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RECOMMENDATION 10: FUTURE COMMISSIONS: TOPICS NOT WITHIN THIS COMMISSION'S SCOPE

- The flood warning system that NC uses. Dr. Pressley email 10/5/2023
- Emergency Warning System – Iowa – used the Tornado Warning System when the Iowa dam broke at night – we don't have an emergency warning system that can do that in the case of a dam break

RECOMMENDATION 11: FURTHER RESEARCH

- Research on effectiveness of swim lessons under the age of 1

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ABSTRACT or EXECUTIVE SUMMARY:

INTRODUCTION:

As the Chairman of the NYS Temporary Commission to Prevent Childhood Drowning, it has been a privilege to be the leader in the forefront of this mission: to prevent childhood drowning in New York State. We, as a Commission, have worked diligently to bring this final report to you.

The creation of this Commission is so important because childhood drowning is a huge concern across this state, this country, and the world. The statistics stress the importance on focusing on drowning prevention:

- 71% of the world's surface is covered by water
- The number one cause of death of children one to four years old is drowning
- For children aged 5-14, drowning is the second leading cause of unintentional death, second only to motor vehicle accidents
- 91% of autistic children who die under the age of 15 die due to drowning
- 14- to 24-year-old males is the second leading group to drown
- 25% of drowning deaths nationwide happen in water that is less than 3 feet deep
- African American children are 2.6 times more likely to drown than whites
- 1 in every 2 people do not know how to swim
- Children are approximately 88% more likely to not know how to swim if the parent does not know how to swim
- 230 New Yorkers drowned in 2021, and more than 1,000 New Yorkers drowned from 2017-2021.

New Yorkers have access to water and aquatic activities throughout the state. The perimeter of New York is surrounded by 2,625 miles of coastal waterways; New York has coastal territory in the Atlantic Ocean and two Great Lakes: Lake Erie and Lake Ontario. New York State has more than 7,600 freshwater lakes, ponds, and reservoirs. We have over 70,000 miles of rivers and streams; we can boast that we have 51 Department of Environmental Conservation Parks and 181 State Parks, including Niagara Falls. There are multiple water parks, and New Yorkers have installed more backyard pools during the pandemic than at any time previously. Let us not forget the daily access to water inside our homes: in our sinks, washing machines, pet bowls, toilets, and bathtubs.

The Commissioners applaud the Governor for creating NY S.W.I.M.S. (State Wide Investment in More Swimming). It is the largest investment in aquatic infrastructure and training since the Franklin D. Roosevelt's New Deal in the 1930's. We have aging infrastructure throughout the state, which has caused multiple pool closings; this program will begin the replacement of the aged-infrastructure and create new opportunities for aquatic infrastructure in areas of the state that have lacked access.

The appointed Commissioners have 289 combined years of aquatic experience. We are geographically diverse, with two commissioners from Western NY, one from Central NY, one from the Mohawk Valley, one from Northern NY, and four from NY City. We have a variety of diverse aquatic backgrounds, including for-profit, non-profit, public education, and higher education. Most importantly, we have a passion for aquatics.

During our work, we used national and international research. We heard from many national and international experts. We researched the aquatic education practices throughout the state. We held virtual town halls to learn from NY State aquatic professionals.

We have developed several items in this report. We have detailed information regarding the five goals with which we have been charged. We developed a glossary of terms to create a standardized vocabulary to discuss aquatic activities and education in this State. We have made recommendations in many areas involved in aquatics.

In conclusion, the NY State Temporary Commission to Prevent Childhood Drowning Commissioners have worked purposely on this report. We are grateful to be driving this mission forward: the mission to prevent childhood drowning in the Empire State.

Swimmingly,

Marrick Anne McDonald, MS Ed, CAS
Chairman and Commissioner
NYS Temporary Commission to Prevent Childhood Drowning

According to data from the Center for Disease Control and Prevention, drowning stands as the leading cause of death among children aged 1-4, while for those aged 5-14, only motor vehicle crashes surpass drowning in unintentional injury deaths. Despite these alarming statistics, a considerable number of children lack sufficient water safety instruction, primarily due to limited opportunities in their communities or caregivers' lack of ability or motivation to enroll them in lessons.

LEGISLATION:

STATE OF NEW YORK

S7129/A07734 Signed 12/22/2021

AN ACT to create a temporary "commission to prevent childhood drowning" to improve water safety in New York state; and providing for the repeal of such provisions upon expiration thereof

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. A temporary commission to be known as the "commission to prevent childhood drowning", hereafter referred to as the "commission", is hereby created to evaluate and develop programs to properly educate and instruct children on water safety and how to swim.

§ 2. (a) The commission shall consist of nine members to be appointed as follows: three members appointed by the governor; two members appointed by the temporary president of the senate; two members appointed by the speaker of the assembly; one member appointed by the minority leader of the senate, and one member appointed by the minority leader of the assembly. Vacancies in the membership of the commission shall be filled in the same manner provided for original appointments and designations.

(b) The members of the commission shall receive no compensation for their services, but shall be allowed their actual and necessary expenses incurred in the performance of their duties pursuant to this act.

(c) The commission may hold public hearings and is hereby authorized

and empowered to undertake any studies, inquiries, surveys or analyses it may deem relevant.

(d) The commission shall be entitled to request and be provided with such resources and data of any relevant department, division, board, bureau, commission or agency of the state to carry out properly its powers and duties pursuant to this act.

(e) The members of the commission may participate in a meeting of such commission or committee by means of a telephone conference, provided

EXPLANATION--Matter in **italics** (underscored) is new; matter in brackets [ ] is old law to be omitted.

that all meetings shall operate in accordance with article seven of the public officers law.

§ 3. The commission shall:

(a) Determine an appropriate age and/or stage of childhood development when children can properly begin water safety and swimming instructions and develop statewide standards for such instruction;

(b) Investigate and evaluate the feasibility and effectiveness of programs which incentivize parents and guardians to enroll children in water safety and swimming instruction;

(c) Develop a comprehensive plan for public-private partnerships between the state and community centers, nonprofit organizations, recreational facilities, swimming instructors, and other relevant stakeholders and expanding existing state resources such as parks and pools to provide access to free swimming instruction, and determine the feasibility of such programs;

(d) Develop an implementation plan to ensure its swimming safety programs are available in underserved communities; and

(e) Develop a comprehensive plan for a public awareness campaign to ensure parents and guardians receive information on the importance of children receiving basic water safety and swimming instruction.

§ 4. The commission shall issue a report of its findings no later than one year after the effective date of this act. The commission shall submit such report, including any recommendations for legislative action as it may deem necessary and appropriate, to the governor, the temporary presidents of the senate, the speaker of the assembly, and shall publish such report on the website of the office of parks, recreation and historic preservations.

§ 5. This act shall take effect on the one hundred eightieth day after it shall have become a law, and shall expire and be deemed repealed eighteen months after it shall have become a law.

BACKGROUND INFORMATION:

There are three agencies in NYS that authorize the operation of aquatic facilities: Department of Health, Department of Environmental Conservation, and New York State Office of Parks, Recreation, and Historic Preservation. The primary agency that permits or authorizes aquatic facilities to operate is the Department of Health. The Department of Environmental Conservation and New York State Office of Parks, Recreation, and Historic Preservation have their own operating procedures that in many cases mirror those of the Department of Health; they have their own authority to operate aquatic facilities for properties under their jurisdiction. One state agency does not oversee another state agency. Therefore, there is not consistency in aquatic regulations throughout the state agencies.

LAW LANGUAGE:

There are several words from the Law that the Commissioners have elaborated.

Water Safety Education: * known in the original law language as **Swimming Safety Program**

Make existing water safety information and resources easily available and accessible to people of all ages, cultures, and abilities through a wide variety of access points, sources, local languages, and affordability, including scholarships and low-cost options where possible. (WS WC 17) Deliver water proficiency training that meets the needs and resources of specific communities. This includes, but is not limited to, training that considers language, culture, local bodies of water, socioeconomic factors, and disabilities. Instructional strategies can include in water, near water, or waterless (land based).

Underserved: Not provided with enough help or services, or not given services that are of high quality[1]

Under-resourced: communities are those that lack institutions, community cohesion, leadership, physical resources, financial resources, political will, and power. People who are socioeconomically disadvantaged, limited English speakers, isolated geographically or educationally, people of color and people of ethnic and national origin minorities,

[1] dictionary.cambridge.org

women, children, people with disabilities, and others with access and functional needs may be found in these communities.

Even though under-resourced is not in the original law language, both underserved and under-resourced are partnered terms, and therefore, used throughout this document together.

TYPES OF SWIMMING:[2]

Swimming is divided into three groups: Functional Swimming, Foundational Swimming, and Recreational Swimming. Functional Swimming is done for a specific purpose. For example, a competitive swimmer's and a lifeguard's purpose is to get from point A to point B the fastest. The stroke may not look pretty, but if it meets the objective, that is all that matters. Whereas Foundational Swimming is where the student learns the basics about swimming; the basics include the swimming strokes, various aquatic skills, and safety. Foundational Swimming Instructors (American Red Cross Water Safety Instructors™ or Basic Swim Instructors, for example) know how to teach the physics of swimming (hydrodynamics) and the technical aspects of each swimming stroke.

Therefore, a Functional Swimming Instructor and a Foundational Swimming Instructor serve two different purposes. The instructor should only be used in the area where he/she has the specialized training. It's hard to teach something one doesn't know, and worse yet, it's hard for the students to unlearn something they were originally taught incorrectly.

The third type of swimming is Recreational. Recreational Swimming is done by individuals for the purpose of enjoying the water environment for fun and relaxation. Recreational Swimming can be accomplished by visiting various aquatic environments, including water parks, beaches, or pools; it also can be accomplished by participating in various water activities, including water skiing, water aerobics, or boating.

SWIMMING			
	FUNCTIONAL	**FOUNDATIONAL**	**RECREATIONAL**

[2] From: Aquatic Guidebook for School Administrators, 2ND ed.

Definition	To swim for a specific purpose or activity	To learn the fundamentals of swim strokes, aquatic skills, and aquatic safety	To enjoy the water environment for fun and relaxation
Examples	* Lifeguard Training * Shallow Water Lifeguard Training * Competitive Swim * Synchronized Swim- Artistic Swimming * SCUBA	* Learn-To-Swim classes * PE swim classes taught by Water Safety Instructor™ OR Basic Swimming Instructors	* Visiting a water park * Visiting a beach * Swimming in a backyard pool * Water skiing * Water aerobics * Boating, kayaking, canoeing, sailing, rowing
Swim Knowledge	**LIFEGUARDS:** Know How to **DO**: * Front Crawl * Breaststroke **LIFEGUARD INSTRUCTORS:** Know How to **DO** and **TEACH** at a **FUNCTIONAL** Level: *Front Crawl * Breaststroke	**WATER SAFETY INSTRUCTORS™ &** **BASIC SWIM INSTRUCTORS:** Know How to **DO** and **TEACH** at a **FOUNDATIONAL** Level: * Front Crawl * Breaststroke * Backstroke * Elementary Backstroke * Sidestroke * Butterfly * History Strokes * Diving/Entries * Turns * Buoyancy	* Boater safety * Small craft safety * Utilizing knowledge gained from Functional and Foundational Swimming lessons

SWIM INSTRUCTOR:

Swim Instructor Credentials:
No state agency requires a swim instructor to be trained or certificated to teach swim lessons.

The only mention of swim instructor certification in the regulations is the Department of Health Sub-part 7-2 regulations for Children's Camps; in those regulations, it requires all campers to be swim assessed to be eligible to swim in the deep end. The person who swim assesses the campers is titled in the regulation as a Progressive Swim Instructor (PSI)[3]; the full PSI regulation is in the Glossary of this document.

There are two types of swim instructor certifications: curriculum-based instructor certification and content-based instructor certification. A curriculum-based instructor certification is when the instructor/instructor candidate learns how to teach a specific curriculum; this includes learning program details, content, and evaluation tools. When the curriculum changes, the instructor must update their knowledge to the new curriculum. During instructor class, they learn how to plan, instruct, and evaluate that curriculum. Examples of curriculum-based instructor certification include the American Red Cross Water Safety Instructor™ (WSI) and the YMCA V6 Swim Lesson Instructor (YSIv6) certifications.

A content-based instructor certification is when an instructor learns all the swimming content and pedagogy of how to teach aquatics; this instructor then can teach whatever curriculum is presented; this is modeled after the process that secondary teachers follow to gain their teaching certifications. An example of a content-based swim instructor certification is the US Swim Schools Certified Fundamental Swim Instructor certification.

Lifeguards are taught how to prevent, identify, and respond to aquatic emergencies. They are not taught how to teach swimming lessons; to pass a lifeguard course, they only must be able to swim two strokes: front crawl and breaststroke.

Certified instructors versus trained instructors

Characteristics of a Quality Swim Instructor:
There are some characteristics and qualities that a swim instructor should possess.

[3] NYS DOH Sub-part 7-2

Love of Swimming & Water: When a teacher becomes a teacher, he/she does so because of the love of the content; in this case, the content knowledge that is needed is a genuine comfort and enthusiasm of water without the presence of fear.

Love of Learning: Learning about aquatics and aquatic safety is a life-long learning process. An instructor certification, training, or credentials is only the beginning of the learning process. There should be a desire to continue to learn and stay up to date in the aquatic content and instructional best practices. The instructor also needs the discernment to understand what the student is learning is not necessarily what is being taught (hidden curriculum versus actual curriculum).

Communication Skills: Strong communication skills are an essential aspect of a quality instructor. First, it allows the instructor to set a clear standard of communication to all of those involved in swim lessons. Second, this allows the instructor to relate to parents/guardians/caregivers on the progression of readiness of their student. Third, the instructor needs to be able to effectively communicate at the student's level and ability. The instructor needs to be able to resolve conflict, and effective communication is the skill required to manage conflict. Lastly, when possible, instructors should be able to speak the languages of their students.

Safety: All swimmers need to be safe during the lesson. In beginning levels, the instructor is the first person in the water and the last person out of the water. When taking swimmers into the deep end, the instructor should have a rescue tube; this is for their personal safety and the safety of the students. Swim instructors in New York are not required to be lifeguards if they have a lifeguard on deck during instructional time.[4] The deck needs to be as uncluttered as possible. It can very easily get cluttered with the **teaching tools**[5] or **swimming aids** that instructors use during lessons.

It's important that individuals who are not participating in the current lesson have a safe place to be and that there is a protocol in place for the safety of all during transition times (i.e.: beginning and end of lessons, moving to a different teaching location around the pool classroom). There should a clearly defined location for near-water learning activities; this will maintain an easy traffic flow of learners, especially during an emergency.

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[4] NYS Department of Health Sub-part 6-1: Pools

[5] Teaching Tools = Swimming Aids = Instructional Tools: Used specifically for instructional purposes, like bubbles, barbells, pull buoy, kick boards, fins, pool noodles, teaching tables; does not guarantee floatation

There needs to be clear expectation of students, instructors, support staff, and parents/guardians/caregivers when on pool deck; this includes when additional children are brought onto the pool deck. There needs to be clear expectations of where the staging areas are, where are the parents/guardians/caregivers permitted on pool deck, who is managing the pool deck, and what the instructor's role is in managing the pool activities.

Instructor Toolbox: Variety of tools: The swim instructor needs to have a variety of tools in their toolbox.

The first set of tools are **the pedagogies. These include understanding classroom management in an aquatic classroom, understanding time management and timing of a lesson, understanding classroom organizational patterns for a near water and in water classroom setting, understanding of how to teach psychomotor**

- Games
- Activities
- Understanding of skill progressions
- Relatable analogies – that are politically correct
- Developmental toolbox
- Playfulness – using genuine play as part of instruction
- Have accurate/correct content knowledge – not necessarily advanced personal skills
- Classroom organizational patterns (in water and near water)
- Time management – plan instructional time effectively
- Building on accurate prior knowledge
- Meeting where the learner is at

As a developmentalist, we say that to promote *developmentally appropriate practices* (DAP), instructors need three skills and 1 overarching philosophical instructional viewpoint:

1. skills to perform developmental assessment (i.e., identify where along a developmental continuum each learner falls)

2. skills to individualize instruction (e.g., using exploration, guided discovery, task setting, making smaller groups out of larger groups)

and

3. skills and knowledge about how to facilitate skills be easier (if too challenging) or harder (if not challenging enough).

Command Style teaching is not the only style of teaching/coaching

Tell show Do model

The overarching philosophical principle is that curricula and skills should not be etched in stone and children made to adjust to them, but that instructors need to modify activities and skills based on the learner's needs (e.g., see skill #3).

Preparation: The instructor needs to be prepared for the lesson; this includes several factors. First, there should be a block plan or a unit plan for the entire session of instruction outlining all the material that is required to be taught at that level. Second, there needs to be a lesson plan that is age and ability appropriate for what the instructor is teaching; this lesson should also include the use of multiple of instructional settings (in-water and near-water settings) and include over planning with extra activities.

Self-Reflection: Self-reflection is an important aspect of being a good teacher and instructor. It allows the instructor to note what went well with the preparation and the lesson and what could be improved upon with the preparation and the lesson. This also allows the instructor to reflect on feedback that was given, so that growth can happen; by growing as an instructor, it will in the long term, make the instructor a better instructor.

Entrepreneurial Instructors/Providers:

Insurance: Independent instructors should carry insurance that covers included parties.

Background Check: Instructors and staff should have a background check that meets or exceeds local, state, or organizational requirements. ~~for example, US Swimming uses the Level 2 Background Check.~~

Additional Training: Two additional trainings should be taken. The first training is the US Center for Safe Sport, titled SafeSport® Online Core training[6]. Athlete Protection Training

The second training is Darkness to Light: Stewards of Children® Online Training[7].

[6] https://uscenterforsafesport.org
[7] www.d2L.org

Supervision During Instruction: If the swim lesson is happening in a pool regulated by the Department of Health Sub-part 6-1: Pools, then the supervision regulations are outlined in the regulation., then If the use of the pool is not subject to Department of Health Regulation Sub-part 6-1: Pools, then an instructor should have at a minimum of a Designated Water Watcher while the instruction is happening; the ideal would be to have a properly equipped Lifeguard on duty during the instructional lesson. Refer to **Recommendation 4: Private Swim Lessons in Residential Pools.**

INSTRUCTIONAL SETTINGS:

Aquatic Instructional Setting:

There are three types of aquatic instructional settings: in water, near water, and waterless (land-based).

In Water Setting:
In Water setting is instruction that takes place in any body of water. Examples of items that can be taught in the water include learning how to blow bubbles, learning how to swim the front crawl, or learning how to perform a dive.

Near Water Setting:
The near water setting is teaching a lesson adjacent to the water: the beach or the pool deck. Examples of near water activities include practicing putting on a lifejacket properly, demonstrating hands-only CPR, or having a conversation about the roles and responsibilities of a lifeguard.

Waterless Setting:
The waterless setting is a land-based location that could be the standard traditional classroom, a pavilion at a camp, a multi-purpose room in a youth center, or a patch of grass in the outdoors. Examples of items that can be taught in the other setting include learning about a safety topic of the lesson, learning about the power of water in a video lesson, or reading one of the children's books in their Teacher's Toolkit created by National Drowning Prevention Alliance.

WATER PROFICIENCY:

Water proficiency is having the necessary skills, knowledge, and confidence to safely and effectively navigate and interact with aquatic environments[8]. The term is mentioned in Aquatic Learning Standard 1.

Water proficient: having the necessary skills, knowledge, and confidence to safely and effectively navigate and interact with aquatic environments. Water proficiency has two components: water competence and situational knowledge of water. There are two components to being water proficient: **Water Competence** and **Situational Knowledge of Water**. There are three variables/constraints to being water proficient: **task, environment, and developmental[9]**.

[8] Commission approved at 8/25/2023 meeting.
[9] Langendorfer/Newell

Water competence is defined as "the sum of all personal aquatic movements that help prevent drowning as well as the associated water safety knowledge, attitudes, and behaviors that facilitate safety in, on, and around the water"[10] The identified water competencies can be broken down into **three categories**: **water smarts**, **rescue skills**, and **water skills**[11] To be water proficient, one must know more than just swimming skills.

Water Competence is a term that is used globally and has several different definitions. Many of those definitions are strictly skill based and others incorporate both skills based with factual knowledge. Examples of these various definitions include the American Red Cross's skill based, the United Kingdom's skill based, and the National Drowning Prevention Alliance water safety promotion 2024.

According to Moran, et al, there are 15 water competencies that have been identified through research; these 15 water competencies are listed below and explained in **Appendix A**[12].

Water Skills:

1. Safe Entry Competence
2. Breath Control Competence
3. Stationary Surface Competence
4. Water Orientation Competence
5. Propulsion Competence
6. Underwater Competence
7. Safe Exit Competence

Rescue Skills:

8. PFD Competence
9. Clothed water competence
10. Rescue Competence

Water Smarts:

11. Open (natural) water competence
12. Knowledge of local hazards competence
13. Coping with risk competence
14. Assess personal competence
15. Water safety competence[13]

[10] Moran, 2013, p. 4
[11] Langendorfer
[12] Lang article
[13] Lang article

The US National Water Safety Action Plan refers to the three categories as **water safety (for water smarts), basic swimming skills (water skills), and helping others (rescue skills)[14].**

Furthermore, the Commissioners have included three additional water competencies to highlight the needs of the citizens of New York State. They are flood safety, ice safety, and boat safety. These three water competencies can be categorized as water smarts.

Flood safety is the first additional water competence. Strategies of how to act and re-act during a flooding event need to be taught. There have been many major flooding events all over the state to justify this knowledge being taught. These include Middleburg area with the flooding of the Schoharie Creek in 2021; Jasper area with the flooding of Tuscarora Creek in 2021 and 2024; Binghamton area with the flooding of the Susquehanna River in 2006, 2011, and 2018; and Whitesboro area with the Sauquoit Creek in 2013, 2021, and 2024.

These also include reservoirs that are in Delaware County, which are part of the NY City Watershed; these reservoirs are Cannonsville Reservoir and Pepacton Reservoir. Pepacton is close to Downsville, and it tends to flood the village.

New York City floods for multiple reasons. It floods after a heavy rainstorm and during a storm surge. It floods because of sunny day flooding during the super tides. It floods because the old infrastructure cannot handle the microbursts of rain, and this backs up the infrastructure; the water goes where it can[15]. Two of the primary reasons for this is the low-lying areas in NY City and the decrease in the national absorption points due to pavement.

Ice Safety is the second water competence. There needs to be education on when ice is safe to be on and how thick the ice needs to be for ice recreational activities. In January of 2024, there were two drownings of adult males: one was an adult male who walked on ice that wasn't thick enough and the other was a man who drove his truck on ice that wasn't thick enough.

Boating safety is the third additional water competence. Boating is used as transportation and recreation throughout the state. It became more relevant on 9/11/2001, when boats were the only way off Manhattan Island; there were 500,000 people evacuated from Manhattan in 9 hours[16]. Ferry boats are used in Niagara Falls, Thousand Islands, Lake Champlain, and New York City. Other boats included row boats, kayaks, canoes, corcls, surf boards, paddle boards, sailboats, jet ski, motorboats, paddle boats, wind surfers, ice boats, and cardboard boats.

Due to shared waterways, the US Coast Guard and Transport Canada developed a new labeling system for lifejackets, aka Personal Floatation Devices (PFD). A US Coast Guard

[14] US National Water Safety Action Plan 2023
[15] Slevin, Shawn.
[16] 9/11/2001 Video

Type III in the previous labeling system is equivalent to a Level 70 Buoyancy Aid Personal Floatation Device in the new system; it's important to note as the first level in the new system is a Level 50.

The second component of water proficiency is Situational Knowledge of Water. Situational Knowledge of Water is recognizing your surroundings to anticipate different circumstances that may arise, so you are able to plan your response for the safest outcomes. It is needed by ALL regardless of swimming skills. It allows for the recognition of conditions/experiences, which includes what I have learned and what I am seeing/experiencing in the moment; these factors determine the best possible outcomes for personal safety[17].

There are **4 characteristics** of **Situational Knowledge of Water**.

Characteristics	**Description**	**Examples**
Places	places you are likely to find water	**Home:** bathtub (traditional, walk-in), toilet, buckets, hot tub, pet's water drinking bowl, temporary structure backyard pools; **Man-made:** swimming pools, quarries, reservoirs, levee, parks, street, parking lots; **Natural water:** ponds, streams, lakes, rivers, oceans, puddles, helping with flood rescues using a watercraft—both under power or paddle/oars
Risks	understanding the nature, behavior, risk, and danger of various water bodies	current, cold water, debris, seaweed, sandbars, boulders, tree limbs, rip currents
Climate	the weather conditions impact water	Heavy rain, high winds, extreme heat, extreme cold, ice, climate change, sunny day flooding
Benefits	there are tremendous advantages that outweigh the risk of being in, on, and around the water	Physical, mental, social

Characteristic 1: Places: places you are likely to find water

[17] Slevin, Shawn.

Example 1: Home: bathtub (traditional, walk-in), toilet, buckets, hot tub, pet's water drinking bowl, temporary structure backyard pools; man-made: swimming pools, quarries, reservoirs, levee, parks, street, parking lots; natural water: ponds, streams, lakes, rivers, oceans, puddles, helping with flood rescues using a watercraft—both under power or paddle/oars.

Characteristic 2: Risks: understanding the nature, behavior, risk, and danger of various water bodies.

Examples 2: current, cold water, debris, seaweed, sandbars, boulders, tree limbs, rip currents

Characteristic 3: Climate: the weather conditions impact water

Example 3: Heavy rain, high winds, extreme heat, extreme cold, ice, climate change, sunny day flooding

Characteristic 4: Benefits: there are tremendous advantages that outweigh the risk of being in, on, and around the water

Example 4: Physical, mental, social[18]

An example of why **Situational Knowledge of Water** is significant is due to events that happened during Hurricane Ida. Ida was the first hurricane that came inland in the NY City area; prior hurricanes had traditionally happened on the coast. Ida also had torrential microbursts of rain, which caused unprecedented inland flooding, especially in low-lying areas and basement apartments. The 125-year-old sewer infrastructure couldn't absorb the water rapidly enough. Hurricane Ida was responsible for 91 drowning deaths across Connecticut, Pennsylvania, New Jersey, and New York. Thirteen deaths occurred in Queens, New York's Woodside neighborhood because they were trapped in their basements[19].

The three variables/constraints to being water proficient are **task, environment, and individual development**. Is it developmental or individual constraints -

Task means "dependent upon a

Environmental

[18] Shawn Slevin
[19] Shawn Slevin

Developmental means "changes over time" [20].

Need examples for these definitions.
Ex:

Situational is defined as being "dependent upon a particular task and environment being done"[21].

Contextual is a synonym to situational.

Need examples for these definitions

Water Competency is developmental and situational /contextual (task & environment)

Three Components of Water Competency: water smarts, water skills, rescue skills (Dr. Langendorfer)

- **Rescue Skills:**

Out of water (Reach, Throw, Row) and in-water rescue skills. - US National Water Safety Action Plan, 2023; component of Water Competency

- **Water Skills:**

Component of water competency

- **Water Smarts:**

Component of water competency

How is the term rescue skills defined in the Water Competency article?

RECOMMENDATION: BACKGROUND CHECK

How often should background checks be conducted

USA Swimming required background checks every 2 years

[20] Langendorfer
[21] Langendorfer

Criminal history

FBI criminal history

NYS

National Crime

National Sex Offender

GOAL A OR BACKGROUND??

A. Promoting Best Practices: Implement awareness campaigns to advertise and promote best practices in swim instruction. This includes emphasizing organizational standards, appropriate instructor-to-participant ratios, and recognizing outstanding achievements.

GOAL A:

The commission shall:

(a) Determine an appropriate age and/or stage of childhood development when children can properly begin water safety and swimming instructions and develop statewide standards for such instruction

GOAL A:

The commission shall:

(a) Determine an appropriate age and/or stage of childhood development when children can properly begin water safety and swimming instructions and develop statewide standards for such instruction;

Goal A-1: Age to begin swimming lessons

The Commission's recommendation is to accept the American Academy of Pediatrics recommendation of beginning swimming lessons and water safety instruction at the age of one[22]. The American Academy of Pediatrics' policy position is founded on the belief that children under the age of one cannot voluntarily hold their breath for an amount of time[23].

Water Orientation classes with caregiver and infant pairing can begin as early as 6 months[24]. Water orientation classes have been a best practice of the YMCA and the American Red Cross Learn-To-Swim Programs for over 30 years; there is specific protocol outlines for submerging of an infant in those programs.

[22] Commission approved at 5/19/2023 meeting.

[23] Taylor, D., Franklin, R., & Peden, A. (2020). *Aquatic Competencies and Drowning Prevention in Children 2-4 Years: A Systematic Review*, *6*(31), pg 2.

[24] Commission approved at 7/14/2023 meeting.

Goal A-2: Aquatic Learning Standards:[25]

Standard 1: (Psychomotor) - Demonstrates age and ability-appropriate water proficiency in a variety of aquatic motor skills and movement patterns in aquatic environments.

Standard 2: (Cognitive, Psychomotor) - Applies basic knowledge of hydrodynamic principles, strategies, and concepts related to swimming and water safety when in aquatic environments.

Standard 3: (Cognitive, Psychomotor) - Demonstrates the capacity to employ knowledge and skills to achieve and maintain a level of physical activity and fitness in all aquatic environments.

Standard 4: (Affective) - Exhibits responsible personal and social behavior that respects self and others in aquatic environments.

Standard 5: (Affective) - Recognizes the value and respect of aquatic-related physical activity for overall wellness, enjoyment, challenge, self-expression, and/or environmental stewardship.

Standard 6: (Cognitive, Affective) - Recognizes aquatic career opportunities and manages personal and community resources related to aquatics to achieve and maintain overall wellness.

Standard 7: (Cognitive, Affective, Psychomotor) - Recognizes and applies behaviors that promote safe experiences in all aquatic environments; identifies situations and conditions which pose safety hazards; and explains and demonstrates age, ability, and training appropriate rescue skills.

[25] Commission approved at 5/19/2023 meeting.

LEARNING STANDARDS:

Standards Rationale:
The law that created the Commission required the development of Aquatic Learning Standards and only the Learning Standards. It did not require the other parts of curriculum development: benchmarks, learning objectives, instruction, or evaluation tools. The Commission recommends the development of these additional curriculum pieces[26].

The Aquatic Learning Standards are based on the NY State Physical Education Learning Standards r'2020[27] with input from the NYS Association of Health, Physical Education, Recreation, and Dance (NYS AHPERD) Aquatic Section; Kathleen Young, retired Physical Educator, Newburgh Free Academy; Dr. Steven Langendorfer; and New York State Red Cross Instructors & Instructor Trainers Facebook Group (with over 200 instructors throughout NY State). The NYS Physical Education Standards have six separate standards. The feedback group wanted a specific focus on Water Safety; that is Standard 7.

It was important that the Aquatic Learning Standards be congruent with the NYS Physical Education Learning Standards. If the Aquatic Learning Standards were incongruent to the Physical Education Standards, then the standards wouldn't be able to be utilized in the school pool classrooms throughout the state[28]. Out of the 665 school districts in NYS, approximately 300 of them have pool classrooms[29].

Learning Standards Update:
The Aquatic Learning Standards should be reviewed and/or updated every ten years. There should be a committee established consisting of the following:

- aquatic educators from non-profits, for-profits, and municipalities;
- aquatic physical education teachers;
- professors from colleges and universities that offer aquatic education to pre-service teachers;
- a representative from the NYS AHPERD (Association for Health, Physical Education, Recreation, and Dance);
- Optional: A Commissioner from the former NYS Temporary Commission to Prevent Childhood Drowning

This committee should be under the guidance of the Office for Water Safety Education (See Goal C for more information); in the absence of the Office for Water Safety Education, then the Aquatic Learning Standards should be revised in partnership with the NY State Education Department and the NYS Office of Parks, Recreation, and Historic Preservation.

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[26] Commission approved at 5/19/2023 meeting.
[27] NY PE Standards 2020 https://www.nysed.gov/curriculum-instruction/physical-education-learning-standards
[28] Seymour, Clancy.
[29] Hollowood, Karen.

CURRICULUM DEVELOPMENT:

Aquatic instruction supplements other content classes; for example, for pre-school and early elementary children, the instructor could float letters (either alphabet sponges, painting sponge letters, or floating bath foam letters) and have the students gather the letters in their name; this reinforces letter recognition. For middle and high school science students, they could learn about buoyancy by sitting on a kick board and playing the elevator game; through a series of breathing in and out, the students who struggle with buoyancy will sink further under water; those who sink the furthest under will have to try a series of back floats to learn which one works best for them. In groups, students could also make cardboard boats and see which boat survives from one end of the pool to the other; PFDs should be required for all.

There are various learn to swim programs that have been developed; some are from national organizations, and some were developed by for-profit swim schools. There's not one standard curriculum developed for the entire state to use; the ones that exist suit the needs of the organization using them.

The priority is that the curriculum that is being used meets the needs of the learners and the purpose of the swim program. The curriculum should be based on current research and best practices for providing aquatic education.

There is not a standardized list of aquatic skills, safety topics, and other aquatic content. This has led to content being taught incorrectly and inaccurately throughout the state. In the **Appendix A**, there is a list of this information, which can serve as a reference point.

Define Levels of Water Proficiency, Concepts: Adopt common levels of water proficiency to provide a structured progression. This may include skills such as floating/treading, jumping in and surfacing, spinning, finding exits, swimming twenty-five yards non-stop, and identifying/avoiding hazards. Recommendations are listed under goal A. Define Water Skills, Water Smarts, rescue skills: Clearly articulate and promote the concepts to encompass practical abilities and intelligent decision-making in and around water.

EDUCATION:

Aquatic education is a life skill. Students need to learn how to **be at, in, on, and around** the water safely. They also need to know the potential dangers of water around them. With 50% of the population currently not knowing how to swim, it's important that we teach people how to be water smart, especially during weather emergencies.

SCHOOL DISTRICTS:

In a school building, the most dangerous school classrooms are the science labs, the family and consumer science classroom, the technology/wood shop classroom, and the pool classroom. Highly qualified teachers are required in the first three.

Out of the 665 school districts in NYS, approximately 300 of them have pool classrooms[30]. Some districts have multiple pool classrooms. These districts include Buffalo City School District, Fairport School District, Pittsford School District, Greece Central School District, Webster School District, Corning Painted Post School District, New Hartford Central School District, Albany City School District, Rochester City School District, Watertown City School District, Syracuse City School District, Binghamton City School District, and New York City

Aquatic physical education teachers throughout the state are concerned that there won't be enough aquatic physical education teachers to replace those who will be retiring in the next decade. The Palmyra-Macedon Central School District is being proactive. Those juniors and seniors who have identified to their guidance counselor that they want to major in Physical Education are automatically enrolled in two classes: Lifeguard Training and Water Safety Instructor™. Those classes are offered alternating years. Those students who identify as wanting to be a Physical Education major after their junior year are enrolled in the community class offerings. The school district pays for all fees associated with the courses; they have a Water Safety Instructor™ Trainer and Lifeguard Instructor Trainer on staff[31].

NY City School District:
The NY City School District is the largest school district in the nation. There are approximately 50 pool classrooms in the district, but not all are operational[32].

The NY City Education Department has a requirement for those who teach in a pool classroom; physical education teachers must meet the NYC requirements to be a *Swim Instructor*. Those requirements are advanced lifesaving and Basic Life Support[33]. No swim instructor certification is required.

The NY City Council passed three laws in the last year to promote a stronger aquatics community in the city. Nearly

OTHER PROVIDERS OF AQUATIC EDUCATION:

Besides schools, there are other providers of aquatic education. These include YMCA's, Jewish Community Centers, summer camps, municipalities, and independent swim schools.

[30] Hollowood, Karen.
[31] Stevens, Jason.
[32] Liz McSpedon, NYC Education Department
[33] NYC Education Department

Based on an analysis of the current regulations, the safest place to take swimming lessons in this state is at a day or resident camp governed by NYS DOH.

The curriculums vary; these include nationally recognized program, in-house developed program, or a hybrid of the two.

SPECIAL EDUCATION:

Special Need in a School Setting:

Directors of Special Education who have pool classrooms in their districts need to understand the support that some learners may need in a pool classroom. This may include adding additional staffing, floatation devices specifically designed for extra buoyancy support,

For example, down's syndrome individuals typically have a decreased muscle mass, and therefore, require a lifejacket (PFD) that will roll them onto their backs.[34]

Our guidance has been "Additional supervisory staff, including lifeguards and others, may be needed to assist groups of DD patrons" https://www.health.ny.gov/forms/doh-4472.pdf (see page 11)

Regarding seizures, we advise: "One on one supervision should be provided for patrons with seizure disorders, with the DD staff person in the water providing direct supervision of that patron" (page 12)

So, if there is only one individual, we wouldn't necessarily advise another lifeguard be assigned but that staff be assigned to watch the individual, trained what to look for and how to respond if something should occur (similar to a supervision level III staff during instruction). Whether the individual needs to be in the water would depend on the mobility and activity of the child and how controlled the seizures are. For camps, we require "The minimum counselor-to-camper ratio during swimming pool and bathing beach activities to be one counselor for each camper who is non-ambulatory or has a disability identified by the camper's parents, guardian, physician or residential care provider that may result in an increased risk of an emergency in the water, such as uncontrolled epilepsy."

[34] Swim Angelfish

ADAPTED EDUCATION:

Many agencies that create learn to swim programs have an inclusive model to aquatic education; however, that model does not work for all aquatic learners.

The Autism Society of America, Starfish Aquatics Institute Adapted Instructor certification, and Swim Angelfish are great online resources to obtain adapted aquatics knowledge. The book, Adapted Programming by Lepore 2nd edition[35], has a more comprehensive insight into understanding the various disabilities and best practices used for teaching aquatic education to those populations.

Adapted statistics - one classification

There is not enough adapted aquatics education happening across the state for the increase population of autistic individuals, let alone the various other disabilities. With 91% of autistic individuals who die under the age of 15 do so due to drowning. The number of autistic individuals has increased.

Increased programming and increased adapted instructor training need to be able to meet the needs of the populations across this state.

GOAL A RECOMMENDATIONS:

1. Aquatic Education needs to be a required topic of the PreK-12 curriculum. The curriculum can be taught in all schools regardless of a pool classroom facility being present. It needs to include all the parts of a comprehensive curriculum. Make aquatic education

Recommendation 1: Integrate Aquatic Education into the PreK-12 Curriculum

- Make Aquatic Education a mandatory component of the PreK-12 curriculum in all schools, regardless of the availability of a pool classroom facility.
- Ensure the curriculum is comprehensive, covering essential topics such as water safety, swimming skills, water proficiency, and emergency response.
- The curriculum should include benchmarks, learning objectives, instructional strategies, and evaluation tools.
- This should include activities that can be completed in the various aquatic education instructional settings.

[35] LePore, M. Adapted Programming, 2nd ed

EDUCATION – DEVELOP A STATEWIDE CURRICULUM

Which includes in water, near water, and waterless settings activities with all aspects of water proficiency – including both water competency and situational knowledge of water.

Recommendation 2: Instructor

2. All swim instructors need to have certification or training prior to providing instruction.

Recommendation 3: Pre-Service Training

3. Almost 300 school districts of the 665 school districts have pool classrooms. The physical education pre-service colleges need to all offer opportunities for their students to be prepared to teach in a pool classroom.
4. Almost 300 school districts of the 665 school districts have pool classrooms; the pre-service school administration colleges need to educate their pre-service school administrators on how to efficiently and effectively facilitate a pool classroom.

KEY PERFORMANCE INDICATORS:

FROM GOAL B:

I. Education and Public awareness

B. Statewide Standards for Instruction: these would increase the understanding of the value of water safety and swim instruction.
   1. Education Department: Advocate with the state education department to adopt statewide standards for swimming instruction and water safety. The commission is providing recommendations for standards.
   2. Advocate for Adoption: Encourage the adoption of recognized instructional standards, such as those set by organizations like US Swim Schools. These standards should encompass cognitive, emotional, and physical/motor skills development.

C. Define Levels of Water Proficiency, Concepts: Adopt common levels of water proficiency to provide a structured progression. This may include skills such as floating/treading, jumping in and surfacing, spinning, finding exits, swimming twenty-five yards non-stop, and identifying/avoiding hazards. Recommendations are listed under goal A. Define Water Skills, Water Smarts, rescue skills: Clearly articulate and promote the concepts to encompass practical abilities and intelligent decision-making in and around water.

D. Promoting Best Practices: Implement awareness campaigns to advertise and promote best practices in swim instruction. This includes emphasizing

organizational standards, appropriate instructor-to-participant ratios, and recognizing outstanding achievements.

E. Awareness campaigns for adults:
    1. Educational Initiatives: Initiate programs to educate parents on the dangers of water and highlight key considerations for identifying quality swimming lessons.
    2. Regular promotion of water safety skills, knowledge: Establish a regular schedule for promoting water safety skills, water smarts, and rescue skills, introducing a new skill each month. This structured approach ensures a continual focus on key aspects of water safety throughout the year. Provide monthly water safety tips to parents to reinforce awareness and understanding of water-related risks. Actively support and participate in initiatives like World Drowning Prevention Day to raise awareness about water safety on a global scale. This involvement can contribute to a collective effort to prevent drowning incidents.

GOAL A OR BACKGROUND??

F. Promoting Best Practices: Implement awareness campaigns to advertise and promote best practices in swim instruction. This includes emphasizing organizational standards, appropriate instructor-to-participant ratios, and recognizing outstanding achievements.

G. Water safety/swim lessons**:** **GOAL A & D**
    1. Prioritize the implementation of swim lessons across diverse age groups, including early introduction for ages five and under to instill water competency, skill, and knowledge development for 6–8-year-olds, educational focus for those aged 12-14, and preparation for lifeguard and water safety teaching roles for individuals aged 14-16.
    2. Encourage participation in swimming lessons by offering incentives, such as offsetting associated costs. Additionally, address financial barriers by covering the expenses of swim lessons for summer school participants, under resourced communities, and individuals with disabilities.

GOAL B:

(b) Investigate and evaluate the feasibility and effectiveness of programs which incentivize parents and guardians to enroll children in water safety and swimming instruction

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Goal B: Investigate and evaluate the feasibility and effectiveness of programs which incentivize parents and guardians to enroll children in water safety and swimming instruction.

In order to investigate the challenges to water safety/swim lesson programs, we undertook two efforts to solicit for feedback throughout the state. The first was a survey that was distributed to every aquatic facility registered with the New York state department of health that had a valid email address on file. The second were regional "town halls" to engage with aquatic professionals to learn of the challenges throughout the state. The information gathered shows the challenges to current water safety efforts.

Three main challenges identified by the focus groups include:

- Insufficient awareness of the critical importance of water safety,
- Water safety instruction not meeting the demand,
- Lack of resources (accessible pool time, instruction, appropriate attire, etc.).

Insufficient awareness of the critical importance of water safety

A. Parents, guardians, and caregivers face challenges when it comes to ensuring water safety for their children:

Insufficient awareness regarding the critical importance of water safety instruction for children, and its benefits. This includes understanding potential hazards and the necessity of constant competent supervision in, at, and around water.

Financial barriers and constraints that prevent parents, guardians, and caregivers from affording water safety and swimming instruction for their children, which prevents the acquisition of vital aquatic skills.

Facility access constraints

- Under-resourced communities may not have aquatic facilities
- Transportation issues.
- Timing of lessons may not align with the busy schedules of parents, guardians, and caregivers, making it challenging for them to enroll their children in swimming lessons that fit into their daily routine.

Personal, generational, or cultural fears: Parents who lack swimming skills themselves may project their fears onto their children, leading to reluctance to allow their child near the water. Addressing these concerns is crucial for creating a positive and safe environment for aquatic activities.

B. Children participating in water activities face specific challenges:

Inadequate: A lack of understanding of the potential dangers associated with water, making it essential to provide age and ability-appropriate water safety education and instruction.

Risk-Taking Behaviors: As children enter adolescence the potential of risk-taking behaviors increase, subjecting them to greater vulnerability including water-related risks. This heightens the importance of targeted water safety education to address and mitigate potential dangers.

People with Disabilities: Individuals with disabilities may encounter added challenges in traditional swim instruction and water safety lessons. Sensory overload can pose obstacles, necessitating inclusive and adaptive approaches to ensure effective learning and participation for everyone.

Water safety instruction not meeting the demand

Aging Infrastructure: Facilities suffer from aging infrastructure, leading to necessary repairs. The financial burden of such repairs has resulted in the closure of pools on college campuses and in municipalities statewide. Rehabilitating and expanding these facilities as community resources should be a priority.

Facility Availability: Limited pool schedules and restricted opening times can make it challenging for parents with young children to find convenient swimming lesson opportunities.

Location Disparities: Some communities lack operational aquatic facilities. This disparity creates additional challenges in areas where residents may not have transportation options.

Pool Policies: Policies regarding swim instruction in pools vary based on county interpretation of state laws and organizational rules. This inconsistency affects the accessibility of pools for instructional purposes. The clarity and consistency of state laws and organizational rules needs to occur.

stipulation

School Pools Challenges: Some schools face perceived lack of administrative support for learn-to-swim programs. Opt-in Physical Education (P.E.) classes, reduced program activities post-pandemic, and difficulty in external groups accessing school pools contribute to the challenges.

could be 2

Rental/Operating Costs: Some programs struggle to cover operating costs due to low revenue. Swim lessons, requiring a low teacher-to-student ratio, lifeguards, and supervisory staff, often face financial challenges, impacting their sustainability. Addressing these cost-related issues is crucial for ensuring the continuity and accessibility of water safety programs. Additional costs could be added by district, facility, municipality, or others overhead.

Outdoor facilities are subject to weather conditions, and their usability is contingent upon factors such as temperature, precipitation, and other environmental elements. This dependence on weather introduces variability in the availability and functionality of outdoor spaces, impacting planned activities and programs.

Instructor Recruitment and Retention: Difficulty in Finding/Hiring Certified Instructors: Identifying, hiring, and retaining certified instructors poses significant challenges, impacting the availability of skilled professionals for water safety programs.

Lifeguard Recruitment and Certification: Difficulty in Finding/Hiring Certified Lifeguards: Like instructors, there are challenges in locating, hiring, and keeping qualified lifeguards, leading to potential shortages in lifeguarding staff. It is also Difficulty in Getting Potential Candidates Certified as Lifeguards: Barriers such as the cost of certification classes, time commitments, and limited course availability hinder the certification process for potential lifeguards. Finally, local governing agencies or facilities may have restrictive policies that limit the valid period of certifications.

Instructor Certification Challenges: Difficulty in Getting Potential Candidates Certified as Instructors: Like lifeguard certification, potential instructors face obstacles like class costs, time commitments, and limited availability of certification courses. Additionally, the requirement to pay before taking the course raises concerns about passing.

Compensation Issues: Collectively across the state, both public and private entities hire lifeguards at minimum wage or slightly-above minimum wage. The skills required for the job are not that as a minimum wage or entry level position. This wage disparity reinforces the challenges.

Administrative Constraints: Time Constraints for Administrative Staff: Organizing and supervising lessons require a substantial amount of time from administrative staff, diverting attention from other programs and potentially deprioritizing swim lessons.

Instructor Trainer Challenges: Difficulty in finding trainers for swim instructors- it is hard to find instructors to teach people how to be teachers. Difficulty in Becoming a trainer in swimming instruction: The process to become a trainer involves travel to multi-day courses, with limited offerings in New York State. Challenges may arise in the ability of state institutions to host instructor academies. Limited access to instructor trainer courses.

Staff Retention Issues: High Turnover: The industry experiences challenges in retaining staff, with personnel leaving for better-paying opportunities or transitioning away from part-time summer employment. In many places in New York, lifeguarding is a seasonal job, meaning employees move on to other employment and may not return to the profession.

Legal Constraints: High School Student Limitations: In accordance with New York State law (or regulations), high school students may face restrictions in serving as lifeguards, adding to the complexity of staffing arrangements.

- Curfews, driving restrictions based on driver's license status

Administrators who oversee aquatic programming may have limited aquatic knowledge.

Lack of personal resources

Location of aquatic facilities: distance, travel is a factor.

Lack of resources: some participants do not have a swimsuit and swim essentials[36].

Priorities: some parents/guardians/caregivers are not able to prioritize water safety due to a focus on basic needs.

DO WE HAVE INCENTIVES IN THIS REPORT?

Solutions

By understanding the challenges, we then formulate solutions that make water safety a part of every caregiver and child's vocabulary. The following recommendations address the challenges in swim instruction and water safety:

II. Education and Public awareness GOAL A

~~H. Statewide Standards for Instruction: these would increase the understanding of the value of water safety and swim instruction.~~

~~1. Education Department: Advocate with the state education department to adopt statewide standards for swimming instruction and water safety. The commission is providing recommendations for standards.~~

~~2. Advocate for Adoption: Encourage the adoption of recognized operational standards, such as those set by organizations like US Swim Schools. These standards should encompass cognitive, emotional, and physical/motor skills development.~~

F is Curriculum GOAL A

I. Define Levels of Water Proficiency, Concepts: Adopt common levels of water proficiency to provide a structured progression. This may include skills such as floating/treading, jumping in and surfacing, spinning, finding exits, swimming twenty-five yards non-stop, and identifying/avoiding hazards. Recommendations are listed under goal A. Define Water Skills, Water Smarts, rescue skills: Clearly

[36] Refer to Glossary for full definition of Swim Essentials

articulate and promote the concepts to encompass practical abilities and intelligent decision-making in and around water.

GOAL A OR BACKGROUND??

J. Promoting Best Practices: Implement awareness campaigns to advertise and promote best practices in swim instruction. This includes emphasizing organizational standards, appropriate instructor-to-participant ratios, and recognizing outstanding achievements.

GOAL E & GOAL C

K. Awareness campaigns for adults:
   1. Educational Initiatives: Initiate programs to educate parents on the dangers of water and highlight key considerations for identifying quality swimming lessons.
   2. Regular promotion of water safety skills, knowledge: Establish a regular schedule for promoting water safety skills, water smarts, and rescue skills, introducing a new skill each month. This structured approach ensures a continual focus on key aspects of water safety throughout the year. Provide monthly water safety tips to parents to reinforce awareness and understanding of water-related risks. Actively support and participate in initiatives like World Drowning Prevention Day to raise awareness about water safety on a global scale. This involvement can contribute to a collective effort to prevent drowning incidents.
   3. Swim Lesson Finder: Develop and promote a swim lesson finder tool to help parents locate suitable and reputable swim instruction programs.

II. Infrastructure Investment: RECOMMENDATION 8– CAPTIAL INVESTMENTS

4. Community-Centric Investment: Prioritize investment in pool infrastructure and facilities, with a particular emphasis on communities that are under resourced. This ensures equitable access to safe aquatic spaces for all.
5. State Funding for Aquatic Facilities: Advocate for state investment in aquatic facilities to enhance their quality, safety features, and overall accessibility. NY SWIMS is what the state needs to promote equitable opportunities throughout the state.
6. Facility Accessibility Incentives: Implement incentives for schools and colleges to open their facilities to the public, fostering community engagement in water safety activities.

L. Water safety/swim lessons**:** **GOAL A & D**

1. Prioritize the implementation of swim lessons across diverse age groups, including early introduction for ages five and under to instill water competency, skill, and knowledge development for 6–8-year-olds, educational focus for those aged 12-14, and preparation for lifeguard and water safety teaching roles for individuals aged 14-16.
2. Encourage participation in swimming lessons by offering incentives, such as offsetting associated costs. Additionally, address financial barriers by covering the expenses of swim lessons for summer school participants, under resourced communities, and individuals with disabilities.

IV. lack of personal resources - COULD BE GOAL D

M. Offer tangible incentives for families to be able to enroll children into lessons:
   1. Create partnerships to provide for the provision of "swim essentials": a swimsuit, cap, goggles, and if desired a shirt appropriate for wearing in the pool.
   2. Offer incentives such as food (prepared meals, snacks, take home containers) for participants and families.
   3. Work with local officials to determine transportation solutions for participants who need assistance.
   4. For older participants, offer the opportunity for certifications (i.e. first aid, cardiopulmonary resuscitation, lifeguard training) for participation (offset the cost of the course as well).

V. Future growth of water safety in New York GOAL C

N. Water Safety Committees: will continue the promotion and growth of a water safety mindset.
   1. Regional Committees: Establish regional water safety committees to coordinate efforts, share best practices, and address specific challenges unique to each region.
   2. Statewide Symposia: Organize annual state-wide water safety symposiums to bring together experts, professionals, and stakeholders. During these events, share insights, discuss best practices, and promote collaborative initiatives.
   3. Drowning Prevention Steering Committee: Establish a dedicated Drowning Prevention steering committee at the state level to guide and oversee comprehensive drowning prevention strategies. This committee can serve as a central hub for coordination and implementation of effective water safety measures.
   4. Certifications and Training for personnel: Encourage consistent participation in instructor training and lifeguard classes to maintain, refresh, and acquire new techniques and skills. Promoting ongoing education in these areas ensures that instructors and lifeguards stay updated on best practices, enhancing their proficiency and effectiveness in water safety.

      State assistance in facilitating classes and offsetting the cost of personnel.

      Courses at the college and high school level to prepare students to be

instructors, who then teach as part of the curriculum. High school and college level courses to prepare students to be lifeguards by working on the skills needed to enter the course prior to the course content. Regular courses offered within the state for people to become certified as instructors/trainers to teach others to teach.

This comprehensive strategy aims to promote water safety and proficiency across a wide range of ages while ensuring accessibility for all demographics.

GOAL C:

The commission shall:

(c) Develop a comprehensive plan for public-private partnerships between the state and community centers, nonprofit organizations, recreational facilities, swimming instructors, and other relevant stakeholders and expanding existing state resources such as parks and pools to provide access to free swimming instruction, and determine the feasibility of such programs

HUB, PLATFORM, ECOSYSTEM – **What word are we using?**

GOAL C:

The commission shall:

(c) Develop a comprehensive plan for public-private partnerships between the state and community centers, nonprofit organizations, recreational facilities, swimming instructors, and other relevant stakeholders and expand existing state resources such as parks and pools to provide access to free swimming instruction, and determine the feasibility of such programs;

Strategic Roadmap for the NYS DOH Water Safety Clearinghouse Page and Drowning and Near-Drowning Reporting System

KEY PERFORMANCE INDICATORS

1. Creation of New York State Office of Water Safety Education

2. Personnel for NYS Office of Water Safety Education: Director & Support Staff **State Aquatic Position Function (NYS Department of Water Safety Education)**

- Established for the beginning of the fiscal year following legislative acceptance of the commission's recommendation.
- Demonstration of the creation of the Online Resource ~~Hub~~ Platform twelve months following the installation of the State Aquatic Position Function.
- Establishment of the State Aquatic Committee twelve months following the installation of the State Aquatic Position Function.

3. Ongoing State Aquatic Committee

- Established within six months of the beginning of the fiscal year following legislative acceptance of the commission's recommendation.
- Open to representatives from the aquatic market segments listed in the recommendations.
- Forming of final criteria for participation on the committee to be established within three months after the first meeting.

4. Ongoing State Aquatic Council

5. Online Resource ~~Hub~~ Platform (NY Water Safety Web)

- Established within four months of the beginning of the fiscal following legislative acceptance of the commission's recommendation.

- Target audience visit of 5,000 within the first 12 months after the site becomes public.

6. Water Injury and Drowning Data Collection Hub Platform

- Established within twelve months of the beginning of the fiscal year following legislative acceptance of the commission's recommendation.

- Incorporation of DOH, hospital, police, fire, EMS, coast guard, and other identified sources into the data ~~hub~~ platform within eighteen months after the Data collection ~~hub~~ platform is established.

~~**3. Ongoing State Aquatic Committee**~~

- ~~Established within six months of the beginning of the fiscal year following legislative acceptance of the commission's recommendation.~~

- ~~Open to representatives from the aquatic market segments listed in the recommendations.~~

- ~~Forming of final criteria for participation on the committee to be established within three months after the first meeting.~~

~~4. Ongoing State Aquatic Council~~

~~**6. Water Injury and Drowning Data Collection Hub Platform**~~

- ~~Established within twelve months of the beginning of the fiscal year following legislative acceptance of the commission's recommendation.~~

- ~~Incorporation of DOH, hospital, police, fire, EMS, coast guard, and other identified sources into the data hub platform within eighteen months after the Data collection hub platform is established.~~

~~**2. Personnel for NYS Office of Water Safety Education: Director & Support Staff** **State Aquatic Position Function (NYS Department of Water Safety Education)**~~

- ~~Established for the beginning of the fiscal year following legislative acceptance of the commission's recommendation.~~
- ~~Demonstration of the creation of the Online Resource Hub Platform twelve months following the installation of the State Aquatic Position Function.~~
- ~~Establishment of the State Aquatic Committee twelve months following the installation of the State Aquatic Position Function.~~

Vision Statement:

Empowering communities throughout New York State, our initiative introduces a robust water safety ecosystem. By seamlessly merging accessible information and data-driven insights, we aim to effectively prevent childhood drowning, elevate aquatic well-being, and enhance water proficiency. Achieving these goals requires a collaborative approach that unites stakeholders across the entire spectrum of drowning prevention. Through strategic utilization of data integration, comprehensive program evaluation, and fostering community partnerships, our initiative is dedicated to significantly reducing water-related incidents across the state. Aligned with the National Water Safety Action Plan's and the World Health Organization's vision, we recognize the imperative for coordinated efforts in promoting water safety as an integral aspect of daily life through diverse and inclusive strategies.

Stakeholders: Demographics, groups, organizations, and entities that have a vested interest, involvement, or concern about water safety and drowning prevention.

Government and Policymakers: Government agencies and Policymakers responsible for creating and enforcing water safety regulations and policies.

Recreation and Facilities: Parks and recreation departments and aquatic facility managers/staff involved in ensuring safe swimming environments.

Parents, Guardians and Caregivers: Individuals responsible for the safety and supervision of children and family members at, in, and around water.

Community Leaders and Advocates: Leaders and advocates within the local community who can influence and advocate for water safety initiatives.

Non-Profit Organizations: Non-profit groups dedicated to drowning prevention and water safety education.

Faith-Based Organizations: Religious and faith-based institutions that can promote water safety education and awareness within their congregations.

Public Health Authorities: Public health agencies that work to educate the populace on the importance of water safety and injury prevention.

Medical Professionals: Hospitals and pediatricians who can provide guidance on water safety and respond to drowning/injury incidents.

Industry Representatives: Businesses and industries related to aquatic activities, such as aquatic construction, swim schools, and lifeguard training programs.

Maritime Groups: Businesses, organizations, and military sectors that are involved in maritime activities, shipping, seafaring, maritime safety, and other related areas.

Schools and Educational Institutions: Educational institutions that can incorporate water safety education into their curricula and activities.

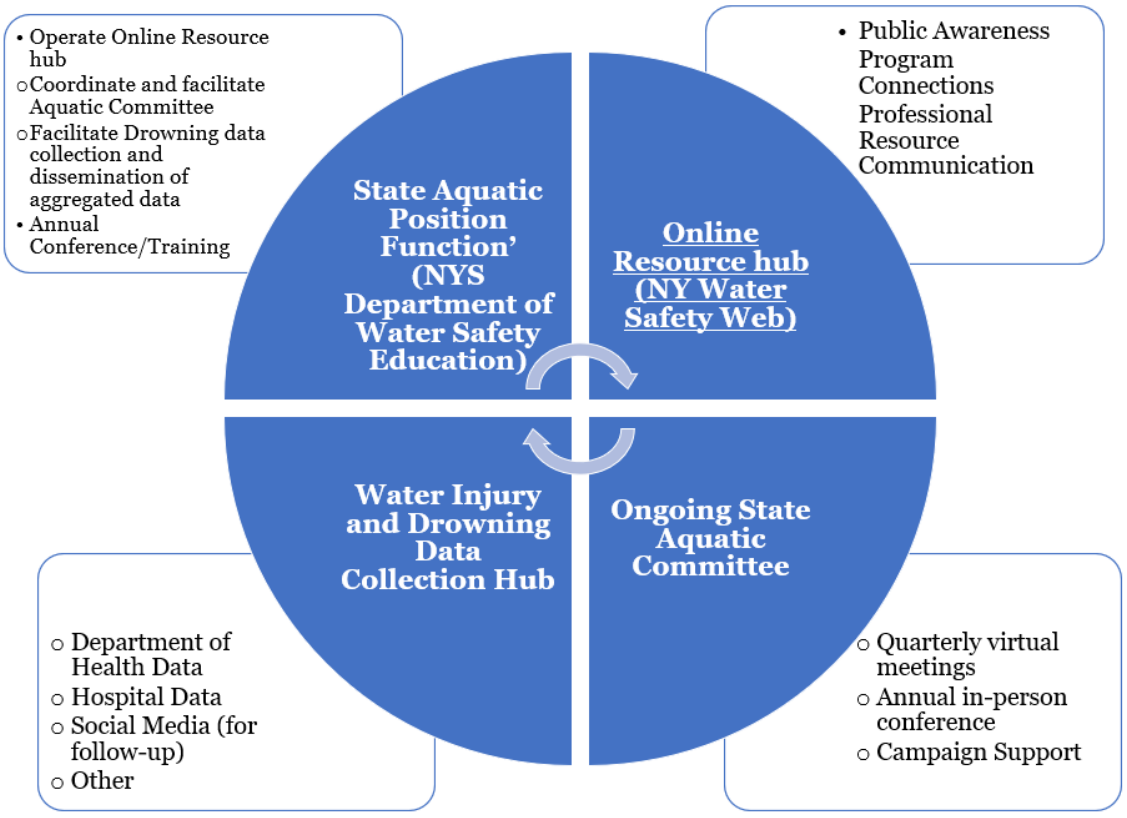
Minority and Vulnerable Groups: Organizations focused on addressing disparities in drowning rates among minority, underserved and/or under-

resourced communities.

Aquatics Community: Currently employed lifeguards, swim instructors, and aquatic professionals responsible for water safety and water safety education.

First Responders: Emergency response teams, including police, fire, and paramedics, who play a critical role in drowning and injury incident.

~~Call to Action:~~



Recommendations:

Online Resource Hub Platform (NY Water Safety Web)

- Parent, Guardian, and Caregiver Awareness
- Program Connections
- Professional Resources

Ongoing State Aquatic Committee

- Quarterly virtual meetings
- Annual in-person conference
- Campaign support

How many members are there going to be on this committee?

What are the qualifications of someone who is a committee member?

Are they selected Regionally using the Regional Economic Development Council county divisions?

1 per region

10 Regions….

We need an odd number…

Committee member at large….

Liaison from council to committee – Council Representation on Committee with vote

Director, Office of Water Safety Education. – Non-voting member

If not, how will we ensure equal distribution of members?

What is their term of office? Term Limits

3 year terms

Max 2 terms. Max 3 terms

~~What is the committee's job description? (Volunteer Management)~~

~~What is the Chairman's job description and qualifications?~~

~~3 years~~

~~Stagger terms – 3 a year rotate…~~

~~How do we get onto the committee~~

~~COUNCIL~~

- ~~Representatives from agencies and organizations with knowledge, experience, and background in public and private partnerships.~~
- ~~Included representation:~~
  - ~~Office of Water Safety Education~~
  - ~~Department of Health~~
  - ~~Office of Child and Family Services~~
  - ~~AHPERD~~
  - ~~Office of Persons with Developmental Disabilities~~
  - ~~Department of Environmental Conservation~~
  - ~~Office of State Parks~~
  - ~~YMCA (YMCA Alliance)~~
  - ~~Boys & Girls Club~~
  - ~~American Red Cross~~
  - ~~StarFish Aquatics Institute~~
  - ~~US Swim Schools Association~~
  - ~~USA Swimming~~
  - ~~USA Swimming Foundation~~
  - ~~Pool & Spa Alliance~~
  - ~~State Education Department~~
  - ~~National Drowning Prevention Alliance~~
  - ~~Coalitions: NY Water Safety Coalition, Water Safety Coalition~~
  - ~~Adapted: Swim Angelfish, Autism Society of America~~
  - ~~Others determined by the Council as needed~~

~~Terms: 3 years~~

~~Length of Term: no term limits – more about the agency having a seat, then the individual~~

~~Job Description for Council Member:~~

~~Job Description for Chair:~~

~~Term for Chair: Yearly vote~~

~~Frequency of meeting:~~

~~Quarterly~~

~~Water Injury and Drowning Data Collection Hub~~ ~~Platform~~

- ~~Department of Health Data~~
- ~~Hospital Data~~
- ~~Social media (for follow-up)~~
- ~~Other~~

~~State Aquatic Position Function (NYS Department of Water Safety Education)~~

- ~~Operate Online Resource hub~~ ~~platform~~
- ~~Coordinate and facilitate Aquatic Committee~~
- ~~Facilitate Drowning data collection and dissemination of aggregated data~~
- ~~Organize an annual in-person conference~~

~~Do we need to ask for one support staff now too for the Office of Water Safety Education?~~

~~WHAT ABOUT THE INTER-STATE AGENCY AQUATIC COUNCIL?~~

- ~~To have state agencies come together to support each other with aquatic regulations, policy, recommendations~~
- ~~Work towards obtaining streamlined regulations throughout the state agencies~~

Details:

Industry Segmentation

Residential Pool Safety Awareness

Public Entity Providers

Non-Profit Providers

Entrepreneurial Providers

Foundations

Commercial Water Safety Goods

Background: When examining the output of a plan for public-private partnerships between the state and community centers, non-profit organizations, and recreational facilities, it's essential to consider the various components that contribute to its effectiveness.

Residential Pools: A residential pool is a swimming pool located at a private residence: a backyard pool. These pools are used by the owner or lessee of the property and their family and friends. Residential pools come in various sizes and designs, often chosen to fit the space and aesthetic preferences of the owner. These pools are usually intended for recreational purposes, but may also used for exercise, relaxation, and wellness[37].

Public entities Providers, such as government agencies or municipalities, are owned and operated by the government to provide essential services and infrastructure to the public. These organizations are funded through taxes and government budgets and are accountable to elected officials or appointed governing bodies. Public entities serve the interests of the general public and are often tasked with regulatory functions, public safety, education, healthcare, and other services that benefit society.

Non-profit Providers: Non-profit organizations are mission-driven entities that aim to serve the public good or advance a particular cause or social mission. ~~They typically reinvest any surplus revenue back into their programs and services rather than distributing it to shareholders or owners.~~ They reinvest any revenue into the organization mission and goals.

[37] Amanda – DOH Approved

Entrepreneurial Providers: These individuals and organizations meet market needs with innovative products or services, driving economic growth, creating jobs, and improving daily life. Beyond profits, they support both local and global communities, society, and often contribute to charities, foundations and donate free lessons.

Foundations: A foundation typically refers to a legal entity or organization established by individuals, families, or groups for philanthropic purposes. Foundations are often endowed with assets such as money, securities, or property, which are used to fund charitable activities and initiatives. These activities may include providing grants to non-profit or for-profit organizations, funding research, supporting educational programs, promoting social welfare, advancing scientific or medical discoveries, and addressing various societal issues.

Commercial Water Safety Goods: Commercial water safety goods refer to products or equipment designed and manufactured for the purpose of enhancing safety in aquatic environments. These goods are typically available for purchase by individuals, businesses, organizations, and government agencies involved in water-related activities, such as educational, athletic, and recreational activities involving water. ~~as swimming, boating, diving, and water sports.~~

COLLABORATIVE POSSIBILITIES:

Public Entities Providers:

1. Make available public spaces such as community pools for swimming lessons and training, ensuring they are accessible to all residents, including those from underserved and/or under-resourced communities. Make available waterless learning spaces for water safety education.

2. Involve insurance requirements so that public entities can contract out rental of a public pool and allow approved vendors who meet the insurance requirements operate in non-competing hours.

~~3.~~ Offer financial support or grants to non-profit organizations for facilitating swimming programs, prioritizing the areas underserved and/or under-resourced. ~~where such facilities and services are lacking. Are not readily available.~~

4. Facilitate partnerships between non-profit organizations, for-profit swim schools, and other community stakeholders to promote water safety ~~and swimming~~ education.

5. Organize awareness campaigns in schools, community centers, and public spaces to educate residents about the importance of water safety ~~and swimming skills~~ education relevant to the geographical location.

6. Implement and enforce policy and regulation that ensure the safety and quality of swimming facilities and programs.

7. Provide training and professional development opportunities for municipal employees involved in water safety education ~~aquatic~~ programs to enhance their skills, ~~and~~ knowledge, and awareness.

8. Engage with the community through forums, surveys, and town hall meetings to understand the needs and preferences regarding swimming facilities and programs.

9. Ensure that swimming facilities are accessible to people with disabilities and different needs (ADA compliance); ensuring programs are designed to be inclusive of all community members.

Non-Profit Providers:

1. **Design and manage ~~swimming lesson programs and dryland~~ water safety education sessions that are tailored to the geographical relevance ~~of different community groups~~ of all demographics.~~, including children, adults, and seniors, ensuring they cater to various needs~~.** Why is this bolded?

2. Actively engage with the community to promote ~~the swimming programs and dryland~~ water safety education sessions. This can include things like outreach to schools, community groups, and local events to raise awareness and encourage participation.

3. Hire ~~Reeruit~~ and train swimming instructors. ~~The focus with a focus on creating a diverse team of~~ The instructors ~~who can connect with~~ should be representative of the community ~~members~~.

~~4.~~ Work with stakeholders ~~for-profit swim schools and public entities~~ to establish scholarship programs for qualifying individuals ~~who cannot afford swimming~~

~~lessons~~, ensuring equitable access. ~~Partnering to help place a qualifying participant.~~

5. Develop ~~inclusive~~ water safety education that is accessible and inclusive to all demographics. ~~that is inclusive to all demographies, including people with disabilities that are accessible to people with disabilities and tailored to meet the needs of various cultural and socio-economic groups~~.

6. Ensure that all programs meet safety standards.

7. ~~Act as a coordinator to~~ Facilitate ~~for~~ partnerships, ensuring effective communication and collaboration between the public sector, for-profit swim schools, and other stakeholders.

8. Conduct fundraising activities and write grants to secure funding for the programs, especially in areas where swimming facilities and lessons are most needed.

9. Organize vetted and approved applicant volunteer programs where community members can get involved in various aspects of the water safety education ~~swimming~~ programs, from assisting in lessons to helping with events.

10. Create impact assessments to collect feedback from participants ~~and conduct impact assessments~~ to continuously improve the programs and demonstrate their value.

11. Host swimming-related events, such as swim meets, open swim, family swim days, and water safety workshops, to engage the community and provide additional learning opportunities.

12. Host water safety education activities without the availability of an aquatic facility.

Entrepreneurial Providers:

WHY ARE WE DISTINGUISHING BETWEEN FOR PROFIT AND NON PROFIT ORGANIZATIONS IN THIS DOCUMENT?

1. Volunteer involvement from ~~staff from~~ for-profit swim schools' staff to share their time and expertise in community ~~swimming~~ water safety education programs. This could involve teaching lessons or lifeguarding, so that swim lessons may be taught safely.

Do we want to make this two separate marks: one for water safety education, one for lifeguarding? What are we trying to accomplish in this statement? Do we want to cite examples or not. If no examples then remove the last sentence.

2. ~~Equipment and facility sharing where~~ For-profit swim schools make available their facilities and equipment during off-peak hours for community programs to operate. ~~and donate used equipment.~~

3. Donate their usable equipment to agency. REVIEW BY LEGAL

4. For-profit schools can sponsor community events or scholarships for swimming lessons for qualifying individuals.

~~5.~~ Awareness campaigns where for-profit swim schools can participate in or co-host about water safety education and the importance of swimming lessons. ~~contributing to community education.~~

Foundations:

1. **Funding Research**: Foundations can allocate funds to support research initiatives focused on understanding the causes and risk factors associated with drowning incidents. Research can help identify effective prevention strategies and interventions.

2. **Community Education and Awareness Campaigns**: Foundations can sponsor educational programs and awareness campaigns aimed at educating the public about water safety practices, the importance of learning to swim, and the risks of drowning. These initiatives can target both children and adults; ~~and~~ these initiatives may include workshops, seminars, and public service announcements. These campaigns can include residential pool safety and awareness.

3. **Swimming Lessons and Water Safety Education ~~Training~~**: Foundations can support initiatives that provide access to swimming lessons and water safety education ~~training~~, particularly for underserved communities where access to such programs may be limited. ~~By teaching individuals how to swim and how to respond in water-related emergencies, these programs can help reduce the risk of drowning. Goal D~~

4. **Lifeguard Training and Lifeguard Instructor Certification:** Foundations can support initiatives that provide access to lifeguard training certification and lifeguard instructor certification, particularly for underserved communities where access to such programs may be limited.

5. **Supporting Lifesaving Equipment and Infrastructure**: Foundations can provide funding to purchase lifesaving equipment, such as life jackets, rescue buoys, and automated external defibrillators (AEDs), for public pools, beaches, and other water recreation areas. Additionally, they can support the maintenance and improvement of infrastructure, such as lifeguard towers and signage, to enhance safety measures.

6. **Advocacy and Policy Development**: Foundations can advocate for the development and implementation of policies and regulations aimed at improving water safety standards and practices. This may involve collaborating with policymakers, advocating for legislation related to drowning prevention, and promoting the enforcement of existing safety regulations.

7. **Supporting Community Partnerships**: Foundations can foster collaboration among various stakeholders, including government agencies, coalitions, non-profit organizations, schools, and community groups, to develop comprehensive drowning prevention strategies tailored to local needs and priorities.

Commercial Water Safety Goods:

1. **Product Development Collaboration**: Organizations can collaborate with manufacturers of commercial water safety goods to develop new products or improve existing ones. This collaboration might involve providing insights, feedback, or requirements based on the organization's expertise or experience in water safety.

2. **Joint Marketing Initiatives:** Organizations and commercial water safety goods providers can collaborate on marketing campaigns or promotional activities to raise awareness about water safety and the importance of using proper safety equipment. This might include co-branding efforts, joint advertising campaigns, or sponsorship of events related to water safety.

3. **Distribution Partnerships**: Organizations involved in water safety education or advocacy can partner with commercial providers to distribute safety equipment to targeted audiences. The collaboration could involve bulk purchases, discounted pricing for educational institutions or community organizations, or co-distribution agreements to reach a wider audience.

4. **Training and Education Programs:** Commercial providers of water safety goods can collaborate with organizations to develop training programs or educational materials on the proper use of safety equipment. This collaboration could include workshops, online courses, or instructional videos ~~aimed at~~ focused on promoting safe practices and reducing the risk of accidents in aquatic environments.

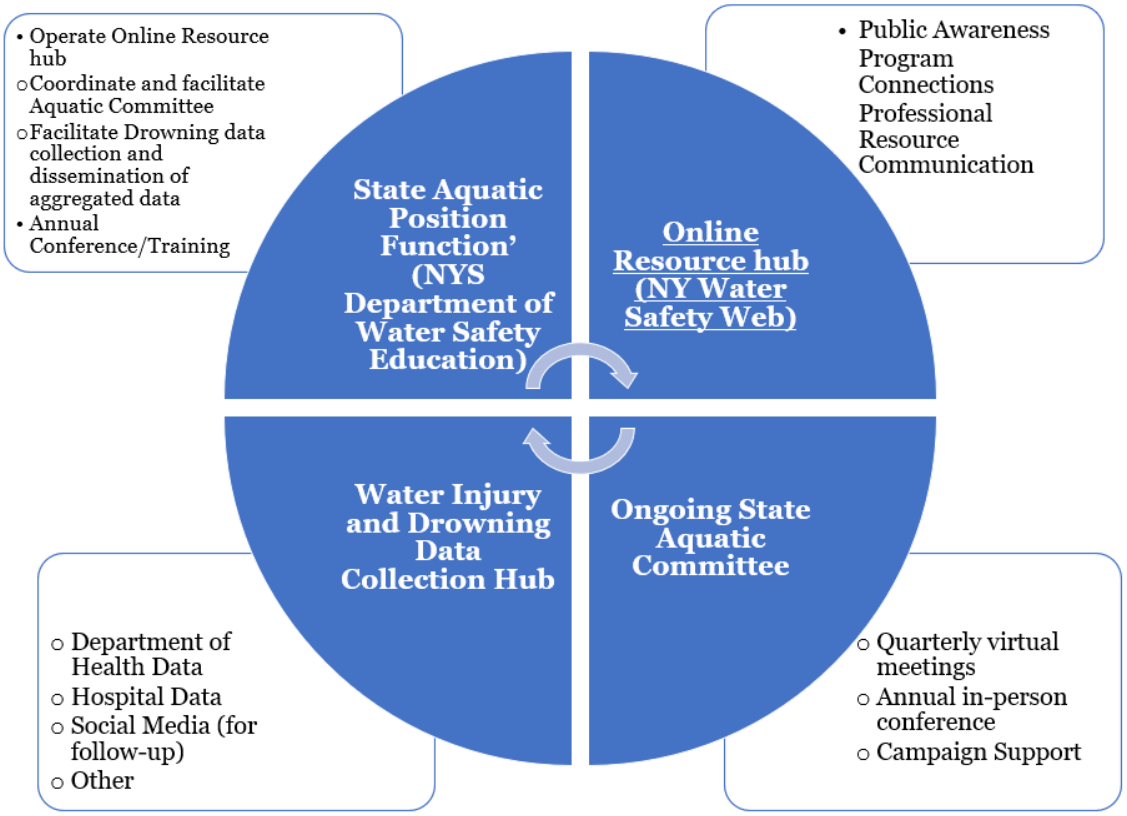
5. **Research and Development Collaboration:** Organizations focused on water safety research or advocacy can collaborate with commercial providers to conduct research studies or field tests of safety equipment. This collaboration could help validate the effectiveness of new products or identify areas for improvement based on real-world usage and feedback.

6. **Policy Advocacy and Standards Development:** Organizations and commercial providers can collaborate on advocacy efforts to promote water safety policies or standards that encourage the use of quality safety equipment. This might involve lobbying for regulations mandating the use of certified safety gear or participating in industry-led initiatives to establish best practices for product testing and certification.

IS THIS A CONFLICT OF INTEREST? WHAT IS YOUR INTENTION?

~~Additional Details on Recommendations:~~

Call to Action:



RECOMMENDATIONS:

1. Creation of New York State Office of Water Safety Education

2. Personnel for NYS Office of Water Safety Education: Director & Support Staff **State Aquatic Position Function (NYS Office of Water Safety Education)**

State Aquatic Position Function (NYS Office of Water Safety Education)

- Operate Online Resource ~~hub~~ platform
- Coordinate and facilitate Aquatic Committee
- Facilitate Drowning data collection and dissemination of aggregated data
- Organize an annual in-person conference

Do we need to ask for one support staff now too for the Office of Water Safety Education?

State Aquatic Position Function (NYS Office of Water Safety Education) Personnel

Director NYS Department of Water Safety Education:

- Develop S.M.A.R.T.[38] Objectives and three-year plans for implementation steps for state water safety action plan.
- Operate and maintain Online Resource ~~Hub~~ Platform (NY Water Safety Net)
  - Develop a system to vet resources prior to posting
  - Ensure resources remain current
- Support efforts to analyze regulations around residential pools with regards to barriers, entrapment, and electrical safety.
- Increase awareness around utilization of U.S. Coast Guard-approved lifejackets by boaters.
- Review the aquatic standards to ensure they are in keeping with the latest aquatic science and updated National Water Safety Action Plan. What standards?

[38] S.M.A.R.T. stands for Specific, Measurable, Achievable, Relevant, Time-Bound; SOURCE: www.atlassian.com

- Coordinate and facilitate Aquatic Committee
    - Determine criteria for participating on the committee.
    - Fill the committee with qualified members, per the job requirement document attached.
    - Schedule quarterly virtual sessions to discuss opportunities and obstacles.
    - Support local efforts to share information and seek out ~~look for~~ possible solutions.
    - Develop and support water safety education campaigns.
    - Hold Annual Conference for:
        - Certification offerings
        - Training on best practices
        - How are they onboarding staff, how are they maintaining the training of their staff
        - Latest research regarding aquatic education:
            - Model Aquatic Health Code
            - National Water Safety Action Plan
        -
- Coordinate and facilitate the Aquatic Council
- Establish and continually analyze communication strategies for public and professional stakeholders to continued exposure for water safety culture. What are you saying???????
- Support analysis of waterscapes and hazards and make recommendations regarding natural environments.
- Support drowning and aquatic injury investigations.
- Facilitate Drowning data collection and dissemination of aggregated data.
- ?

Support Staff: for the Office of Water Safety Education

3. Ongoing State Aquatic Committee

Ongoing State Aquatic Committee

- Quarterly virtual meetings
- Annual in-person conference
- Campaign support

How many members are there going to be on this committee?

What are the qualifications of someone who is a committee member?

Are they selected Regionally using the Regional Economic Development Council county divisions?

1 per region

10 Regions….

We need an odd number…

Committee member at large….

Liaison from council to committee – Council Representation on Committee with vote

Director, Office of Water Safety Education. – Non-voting member

If not, how will we ensure equal distribution of members?

What is their term of office? Term Limits

3 year terms

Max 2 terms. Max 3 terms

What is the committee's job description? (Volunteer Management)

What is the Chairman's job description and qualifications?

3 years

Stagger terms – 3 a year rotate…

How do we get onto the committee

Ongoing State Aquatic Committee

An opportunity for aquatic professionals from across the state in all industry segmentations to come together to share opportunities and obstacles in aquatics and recreation.

- Quarterly virtual sessions to discuss opportunities and obstacles.
- Support local efforts to share information and look for possible solutions.
- Develop and support water safety campaigns.
- Hold Annual Conference for:
    - Certification offerings
    - Training on best practices
    - New industry products and innovations

4. Ongoing State Aquatic Council

WHAT ABOUT THE INTER-STATE AGENCY AQUATIC COUNCIL?

- To have state agencies come together to support each other with aquatic regulations, policy, recommendations
- Work towards obtaining streamlined regulations throughout the state agencies

COUNCIL

- Representatives from agencies and organizations with knowledge, experience, and background in public and private partnerships.
- Included representation:
    - Office of Water Safety Education
    - Department of Health
    - Office of Child and Family Services
    - AHPERD
    - Office of Persons with Developmental Disabilities
    - Department of Environmental Conservation
    - Office of State Parks
    - YMCA (YMCA Alliance)
    - Boys & Girls Club
    - American Red Cross
    - StarFish Aquatics Institute
    - US Swim Schools Association
    - USA Swimming
    - USA Swimming Foundation
    - Pool & Spa Alliance
    - State Education Department
    - National Drowning Prevention Alliance
    - Coalitions: NY Water Safety Coalition, Water Safety Coalition
    - Adapted: Swim Angelfish, Autism Society of America
    - Others determined by the Council as needed

Terms: 3 years

Length of Term: no term limits – more about the agency having a seat, then the individual

Job Description for Council Member:

Job Description for Chair:

Term for Chair: Yearly vote

Frequency of meeting:

Quarterly

5. Online Resource ~~Hub~~ Platform (NY Water Safety Web)

Online Resource ~~Hub~~ Platform (NY Water Safety Web)

- Parent, Guardian, and Caregiver Awareness
- Program Connections
- Professional Resources

Online Resource ~~Hub~~ Platform (NY Water Safety Net)

HUB, PLATFORM, ECOSYSTEM:

The platform has two primary target audiences; the first audience is ~~objective is to be a resource for~~ parents, guardians, and caregivers. The second audience is providers and stakeholders. ~~It will encourage collaboration and optimize resource utilization.~~

This ~~hub~~ platform will not only facilitate the sharing of initiatives, strategies, and outcomes among organizations, but it also encourages collaboration, ensuring the efficient utilization of resources.

~~By harnessing the hub as a pivotal resource,~~ ~~our~~ Additionally, the platform's goals are ~~to foster collaboration~~, to enhance data sharing and propel data-informed prevention initiatives at the grassroots level.

~~The platform's primary objective is to encourage collaboration and optimize resource utilization.~~

Through data sharing and the establishment of an online water safety ecosystem/platform, this initiative aims to amplify the impact of collective efforts in promoting water safety at both the community and organizational levels.

Audience 1: Parents, Guardians, Caregivers:

Create a centralized professional resources ~~hub~~ platform for parents, guardians, caregivers, ~~providers, and stakeholders~~ to access ~~and enhance~~ water safety education information, ~~and~~ program information, and local programs information.

~~This hub platform will not only facilitate the sharing of initiatives, strategies, and outcomes among organizations, but it also encourages collaboration, ensuring the efficient utilization of resources.~~

~~Create an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes.~~

Audience 2: Providers, Stakeholders:

Create a centralized professional resources ~~hub~~ platform for ~~parents, guardians, caregivers,~~ providers and stakeholders to access and share their ~~and enhance~~ water safety education, ~~and~~ program information, and share local program information

~~Create~~ Establish an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes.

Moreover, it will empower a localized partnership strategy, uniting community organizations committed to both preventing drowning incidents and responding effectively. WHAT ARE THEY RESPONDING TO?

~~Create an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes.~~

~~By harnessing the hub as a pivotal resource, our Additionally, the hub's goals are to foster collaboration, to enhance data sharing and propel data-informed prevention initiatives at the grassroots level.~~

~~Moreover, it will empower a localized partnership strategy, uniting community organizations committed to both preventing drowning incidents and responding effectively. WHAT ARE THEY RESPONDING TO?~~

~~Create an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes.~~

~~The platform's primary objective is to encourage collaboration and optimize resource utilization.~~

Through data sharing and the establishment of an online water safety platform ~~ecosystem~~, this initiative aims to amplify the impact of collective efforts in promoting water safety at both the community and organizational levels.

Public Awareness (Examples)

- Behavioral survey on water safety knowledge, attitudes, and behaviors.
- US Water Safety Action Plan
- National Water Safety Action Plan and accompanying research
- Center for Disease Control (CDC) Resources
- Swim Safe Foundation
- Bloomberg Philanthropies Initiative to Prevent Drowning
- World Health Organization
- Water Habits Are Learned Early (WHALE) Tales
- Y-Splash
- National Drowning Prevention Alliance (NDPA)
- WDA
- International Water Safety Day (IWSD)
- Podcasts – What podcasts?
- Stepinswim.org
- Enddrowningnow.org
- Free online programs
- Home swimming pool codes

- Everychildaswimmer.org
- United States Swim School Association
- Swim Angelfish Adaptive Water Safety Toolkit
- Water Guardian Foundation (Westchester County)
- Stop Drowning Now

Program Connections (Examples)

Option for organizations that offer free or subsidized swim lessons to post their programs

- YMCA
- New York City
- Boys and Girls Clubs
- Swim Teams
- Military Kids[39]
- American Red Cross Swim App
- Faith based organizations with Pools

Professional Resource Communication (Examples)

- Centers for Disease Control (CDC) Preventing Drowning
- Partnership Toolkits
- Swim Angelfish adaptive aquatics
- Aquatic Facility Inspection Form*** (NYS has a version)
- Statewide community representation for summit meetings
- Lifeguard Management
- National Recreation and Parks Association Professional resources
- American Red Cross Get Trained Website
- National Drowning Prevention Alliance NDPA.org/toolkit
- Total Aquatic Programming
- Stop Drowning Now
- Highlighting Water Safety Awareness dates
    - 5/2024: National Water Safety Month
    - 5/5-11/2024: National Physical Education & Sports Week
    - 5/18-24/2024: National Safe Boating Week
    - 5/20/24: Wear Your Lifejacket to Workday
    - 6/6/24: VT Water Safety Virtual presentation: Kate, Marrick
    - 6/20/24: World's Largest Swim Lesson
    - 7/25/2024: World Drowning Prevention Day
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- Grant Resources to incentivize making swim lessons/water education affordable/ free/accessible
    - Every Child a Swimmer
    - Hope Floats

[39] https://www.ourmilitarykids.org

    - Step Into Swim
    - Stew Leonard Foundation
    - Step into Swim
    - Imagine Swimming
- Model Aquatic Health Code (MAHC): Aquatic Facility Inspection Form*** (NYS has a version)

6. Water Injury and Drowning Data Collection ~~Hub~~ Platform

Water Injury and Drowning Data Collection ~~Hub~~ Platform

- Department of Health Data
- Hospital Data
- Social media (for follow-up)
- Other

Water Injury and Drowning Data Collection ~~Hub~~ Platform

Unified Drowning and Near-Drowning Data and Account System:

All drowning outcomes: death, morbidity, and no morbidity need to be quantified.
Elevate water safety through a comprehensive data and account-driven framework encompassing two pivotal components: data and lived or witness experience accounts. Collaborate closely with stakeholders in the data system domain to establish a seamless integration framework connecting lifeguarding, law enforcement, medical services, and other pertinent entities. This collaborative effort aims to enhance the collection and analysis of data, fostering a holistic understanding of water-related incidents. Develop and implement meticulous protocols for the collection and verification of drowning and rescue accounts, ensuring utmost accuracy and reliability. This process is crucial for enhancing the qualitative context of data-driven insights.

Initiate the creation of a state-wide drowning reporting system that interlinks relevant data systems across the entire drowning spectrum, drawing inspiration from successful models like the NVDRS (CDC's National Violent Death Reporting System) and Child Death Review and Prevention). Key entities include the Department of Health, the Department of Environmental Conservation, New York State Office of Parks, Recreation, and Historic Preservation, given their oversight of aquatic facilities and bather shorelines.

CDC uses fatal and nonfatal: https://www.cdc.gov/injury-core-sipp/media/pdfs/2024/06/2022-Injury-Indicator-Instructions.pdf

from Steve Langendorfer to Everyone: 10:23 AM

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The WHO also classifies drowning outcomes as: death, morbidity, and no morbidity.

The WHO recommends using agreed terminology to describe drowning and compare drowning trends. They also advise avoiding terms like "near drowning," "dry or wet drowning," and "secondary drowning".

Drowning is a leading cause of death worldwide, and over 300,000 people drowned in 2021. Some risk factors for drowning include: Alcohol or drug use, Epilepsy, Minimal or no swim training, and Lack of supervision for children.

Recognize that a multitude of authorities, whether local, state, or national, may hold pertinent records or information related to drowning or water hazards. This includes hospitals, police departments, coast guard, water transport agencies, and disaster risk reduction authorities. Additionally, acknowledge the valuable insights from less formal sources such as media reports, both traditional and digital and social media, which often provide context to drowning circumstances not available through other channels. Firsthand witness accounts and testimonials are crucial to data collection.

~~Facilitate robust data sharing among lifeguarding agencies, law enforcement, emergency medical services, emergency departments, hospitals, and medical examiner offices.~~

The comprehensive review of available data should be designed to answer critical questions, irrespective of whether interventions are implemented at the local, state ~~regional,~~ or national level. This approach ensures that the insights gained are universally applicable and contribute effectively to water safety initiatives. ~~Facilitate~~ Robust data sharing should occur among lifeguarding agencies, law enforcement, emergency medical services, emergency departments, hospitals, and medical examiner offices.

The data collected may assist ~~aids~~ in ~~developing~~ the development of future programs by reviewing ancillary details such as:

- What is the age, sex, race, ethnicity, occupation, geography, and income level of those most likely to drown?
- Where and when do drownings occur? Is this location urban, suburban, rural?
- If it's a supervised body of water where the incident occurred, was the location in compliance with all required regulations? (DEC, State Parks, or DOH)
- What are the water bodies in which people most frequently drown? Was it a facility or natural body of water?
- Are data available about the activities taking place at the time of drowning (e.g. while working, at leisure, or at play)? If so, what do they reveal?
- Is the at-risk population changing over time?
- Is/Was the risk itself changing over time?
- Was there exposure to formal swim lessons? What water safety education did the individual receive?

~~Facilities should use the *MAHC's Aquatic Facility Inspection Form* to self-evaluate their facilities prior to their Department of Health Inspection. Facilities should annually review which usually occurs annually. Or as more frequently as occur~~

~~Facilities should analyze their facility to ensure preventative measures are being done to minimize injuries and fatalities. To meet this objective, facilities should complete a digital version of the *Aquatic Facility Inspection Form* on their site to better support facilities to be meet the state expectations and put remediation in place prior to an inspection.~~

To facilitate the collection of data that can be used for enhancements and process improvements, the recommendation is to expand the ~~drowning and non-fatal~~ death, morbidity, and no morbidity Drowning Post Incident Report to be maintained on file for standard record keeping timelines. This should be done in a digital format to enable aggregation of the data to aid in summary reports and future recommendations and include Additional data around the incident should be collected to ensure a complete incident picture.

Collect, verify, and disseminate drowning and rescue accounts to provide context to quantitative data, enabling more effective water safety education. These accounts will help communities understand the circumstances surrounding incidents and inform prevention strategies.

4.3 Standardized Behavioral Question Development: Engage experts to create a set of standardized behavioral questions on water safety knowledge, attitudes, behaviors, and situational knowledge. Integrate these questions into evaluation tools and existing surveillance systems.

Objective: Create a bank of standardized questions on water safety knowledge, attitudes, and behaviors for integration into program evaluation and existing behavioral surveillance systems like CDC's Youth Risk Behavior Surveillance System (YRBS) and CDC's Behavioral Risk Factor Surveillance System (BRFSS). By having site visitors answer these standardized questions, we can better track trends, identify gaps, and refine prevention efforts. i.e., which body of water is closest to your home?

3.1.1 Comprehensive Drowning Reporting System:

3.1.2 Verified Drowning and Near Drowning Rescue Accounts:

3.1.3 Standardized Behavioral Questions:

WHERE DID THIS COME FROM?

Facilities should use the *MAHC's Aquatic Facility Inspection Form* to self-evaluate their facilities prior to their Department of Health Inspection. Facilities should annually review which usually occurs annually. Or as more frequently as occur

Facilities should analyze their facility to ensure preventative measures are being done to minimize injuries and fatalities. To meet this objective, facilities should complete a digital version of the *Aquatic Facility Inspection Form* on their site to better support facilities to be meet the state expectations and put remediation in place prior to an inspection.

This is facility management. Where does this information go? The hyperlink needs to be updated; we need to cite the source. The CDC re-organized its website.

~~Online Resource Hub~~ Platform ~~(NY Water Safety Web)~~

- ~~Parent, Guardian, and Caregiver Awareness~~
- ~~Program Connections~~
- ~~Professional Resources~~

~~Ongoing State Aquatic Committee~~

- ~~Quarterly virtual meetings~~
- ~~Annual in-person conference~~
- ~~Campaign support~~

~~How many members are there going to be on this committee?~~

~~What are the qualifications of someone who is a committee member?~~

~~Are they selected Regionally using the Regional Economic Development Council county divisions?~~

~~1 per region~~

~~10 Regions….~~

~~We need an odd number…~~

~~Committee member at large….~~

~~Liaison from council to committee – Council Representation on Committee with vote~~

~~Director, Office of Water Safety Education. – Non-voting member~~

~~If not, how will we ensure equal distribution of members?~~

~~What is their term of office? Term Limits~~

~~3 year terms~~

~~Max 2 terms. Max 3 terms~~

~~What is the committee's job description? (Volunteer Management)~~

~~What is the Chairman's job description and qualifications?~~

~~3 years~~

~~Stagger terms – 3 a year rotate…~~

~~How do we get onto the committee~~

~~COUNCIL~~

- ~~Representatives from agencies and organizations with knowledge, experience, and background in public and private partnerships.~~
- ~~Included representation:~~
  - ~~Office of Water Safety Education~~
  - ~~Department of Health~~
  - ~~Office of Child and Family Services~~
  - ~~AHPERD~~
  - ~~Office of Persons with Developmental Disabilities~~
  - ~~Department of Environmental Conservation~~
  - ~~Office of State Parks~~
  - ~~YMCA (YMCA Alliance)~~
  - ~~Boys & Girls Club~~
  - ~~American Red Cross~~
  - ~~StarFish Aquatics Institute~~
  - ~~US Swim Schools Association~~
  - ~~USA Swimming~~
  - ~~USA Swimming Foundation~~
  - ~~Pool & Spa Alliance~~
  - ~~State Education Department~~
  - ~~National Drowning Prevention Alliance~~
  - ~~Coalitions: NY Water Safety Coalition, Water Safety Coalition~~
  - ~~Adapted: Swim Angelfish, Autism Society of America~~
  - ~~Others determined by the Council as needed~~

~~Terms: 3 years~~

~~Length of Term: no term limits – more about the agency having a seat, then the individual~~

~~Job Description for Council Member:~~

~~Job Description for Chair:~~

~~Term for Chair: Yearly vote~~

~~Frequency of meeting:~~

~~Quarterly~~

~~Water Injury and Drowning Data Collection Hub~~ Platform

- ~~Department of Health Data~~
- ~~Hospital Data~~
- ~~Social media (for follow-up)~~
- ~~Other~~

~~State Aquatic Position Function (NYS Department of Water Safety Education)~~

- ~~Operate Online Resource hub~~ platform
- ~~Coordinate and facilitate Aquatic Committee~~
- ~~Facilitate Drowning data collection and dissemination of aggregated data~~
- ~~Organize an annual in-person conference~~

~~Do we need to ask for one support staff now too for the Office of Water Safety Education?~~

~~WHAT ABOUT THE INTER-STATE AGENCY AQUATIC COUNCIL?~~

- ~~To have state agencies come together to support each other with aquatic regulations, policy, recommendations~~
- ~~Work towards obtaining streamlined regulations throughout the state agencies~~

Online Resource Hub Platform (NY Water Safety Net)

HUB, PLATFORM, ECOSYSTEM:

The platform has two primary target audiences; the first audience is objective is to be a resource for parents, guardians, and caregivers. The second audience is providers and stakeholders. It will encourage collaboration and optimize resource utilization.

This hub platform will not only facilitate the sharing of initiatives, strategies, and outcomes among organizations, but it also encourages collaboration, ensuring the efficient utilization of resources.

By harnessing the hub as a pivotal resource, our Additionally, the platform's goals are to foster collaboration, to enhance data sharing and propel data-informed prevention initiatives at the grassroots level.

The platform's primary objective is to encourage collaboration and optimize resource utilization.

Through data sharing and the establishment of an online water safety ecosystem/platform, this initiative aims to amplify the impact of collective efforts in promoting water safety at both the community and organizational levels.

Audience 1: Parents, Guardians, Caregivers:

Create a centralized professional resources hub platform for parents, guardians, caregivers, providers, and stakeholders to access and enhance water safety education information, and program information, and local programs information.

This hub platform will not only facilitate the sharing of initiatives, strategies, and outcomes among organizations, but it also encourages collaboration, ensuring the efficient utilization of resources.

Create an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes.

Audience 2: Providers, Stakeholders:

Create a centralized professional resources hub platform for parents, guardians, caregivers, providers and stakeholders to access and share their and enhance water safety education, and program information, and share local program information

Create Establish an accessible online platform dedicated to water safety organizations, providing a space to share comprehensive details about their programs, best practices, resources, and outcomes.

Moreover, it will empower a localized partnership strategy, uniting community organizations committed to both preventing drowning incidents and responding effectively. WHAT ARE THEY RESPONDING TO?

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START HERE: 11/1/2024 ZOOM VIEW 200

Public Awareness (Examples)

- Behavioral survey on water safety knowledge, attitudes, and behaviors.
- US Water Safety Action Plan
- National Water Safety Action Plan and accompanying research
- Center for Disease Control (CDC) Resources
- Swim Safe Foundation
- Bloomberg Philanthropies Initiative to Prevent Drowning
- World Health Organization
- Water Habits Are Learned Early (WHALE) Tales
- Y-Splash
- National Drowning Prevention Alliance (NDPA)
- WDA
- International Water Safety Day (IWSD)
- Podcasts — What podcasts?
- Stepinswim.org
- Enddrowningnow.org
- Free online programs
- Home swimming pool codes
- Everychildaswimmer.org
- United States Swim School Association
- Swim Angelfish Adaptive Water Safety Toolkit
- Water Guardian Foundation (Westchester County)
- Stop Drowning Now

Program Connections (Examples)

Option for organizations that offer free or subsidized swim lessons to post their programs

- YMCA
- New York City
- Boys and Girls Clubs
- Swim Teams
- Military Kids[40]

[40] https://www.ourmilitarykids.org

- American Red Cross Swim App
- Faith based organizations with Pools

Professional Resource Communication (Examples)

- Centers for Disease Control (CDC) Preventing Drowning
- Partnership Toolkits
- Swim Angelfish adaptive aquatics
- Aquatic Facility Inspection Form*** (NYS has a version)
- Statewide community representation for summit meetings
- Lifeguard Management
- National Recreation and Parks Association Professional resources
- American Red Cross Get Trained Website
- National Drowning Prevention Alliance NDPA.org/toolkit
- Total Aquatic Programming
- Stop Drowning Now
- Highlighting Water Safety Awareness dates
    - 5/2024: National Water Safety Month
    - 5/5-11/2024: National Physical Education & Sports Week
    - 5/18-24/2024: National Safe Boating Week
    - 5/20/24: Wear Your Lifejacket to Workday
    - 6/6/24: VT Water Safety Virtual presentation: Kate, Marrick
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Ongoing State Aquatic Committee

An opportunity for aquatic professionals from across the state in all industry segmentations to come together to share opportunities and obstacles in aquatics and recreation.

- Quarterly virtual sessions to discuss opportunities and obstacles.
- Support local efforts to share information and look for possible solutions.
- Develop and support water safety campaigns.

- Hold Annual Conference for:
  - Certification offerings
  - Training on best practices
  - New industry products and innovations

Water Injury and Drowning Data Collection Hub Platform

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~~State Aquatic Position Function (NYS Department of Water Safety Education)~~ ~~Personnel~~

~~**Director NYS Department of Water Safety Education:**~~

- ~~Develop S.M.A.R.T.[41] Objectives and three-year plans for implementation steps for state water safety action plan.~~

[41] S.M.A.R.T. stands for Specific, Measurable, Achievable, Relevant, Time-Bound; SOURCE: www.atlassian.com

- Operate and maintain Online Resource Hub Platform (NY Water Safety Net)
    - Develop a system to vet resources prior to posting
    - Ensure resources remain current
- Support efforts to analyze regulations around residential pools with regards to barriers, entrapment, and electrical safety.
- Increase awareness around utilization of U.S. Coast Guard-approved lifejackets by boaters.
- Review the aquatic standards to ensure they are in keeping with the latest aquatic science and updated National Water Safety Action Plan. What standards?
- Coordinate and facilitate Aquatic Committee
    - Determine criteria for participating on the committee.
    - Fill the committee with qualified members, per the job requirement document attached.
    - Schedule quarterly virtual sessions to discuss opportunities and obstacles.
    - Support local efforts to share information and seek out look for possible solutions.
    - Develop and support water safety education campaigns.
    - Hold Annual Conference for:
        - Certification offerings
        - Training on best practices
        - How are they onboarding staff, how are they maintaining the training of their staff
        - Latest research regarding aquatic education:
            - Model Aquatic Health Code
            - National Water Safety Action Plan
        -
- Coordinate and facilitate the Aquatic Council
- Establish and continually analyze communication strategies for public and professional stakeholders to continued exposure for water safety culture. What are you saying???????
- Support analysis of waterscapes and hazards and make recommendations regarding natural environments.
- Support drowning and aquatic injury investigations.
- Facilitate Drowning data collection and dissemination of aggregated data.
- ?

Support Staff: for the Office of Water Safety Education

Timeline and Budget:

1. Creation of New York State Office of Water Safety Education

2. Personnel for NYS Office of Water Safety Education: Director & Support Staff **State Aquatic Position Function (NYS Office of Water Safety Education)**

State Aquatic Position Function (NYS Office of Water Safety Education)

- Operate Online Resource ~~hub~~ platform
- Coordinate and facilitate Aquatic Committee
- Facilitate Drowning data collection and dissemination of aggregated data
- Annual in-person conference

Support Staff

3. Ongoing State Aquatic Committee

- Quarterly virtual meetings
- Annual in-person conference
- Campaign support

4. Ongoing State Aquatic Council

5. Online Resource ~~Hub~~ Platform (NY Water Safety Web)

- Parent and Caregiver Awareness
- Program Connections
- Professional Resources

6. Water Injury and Drowning Data Collection Hub Platform

Water Injury and Drowning Data Collection ~~Hub~~ Platform

- Department of Health Data
- Hospital Data
- Social media (for follow-up)
- Other

Allocate budget for

- Data system integration
- Technology development
- Partnership facilitation page
- Public awareness communication
- Outreach efforts
- Aquatic Position Functions

Office space

- **Furniture**
- **Computer equipment**

Staffing:

Salaries and Total Rewards

Programs:

~~(https://www.tax.ny.gov/data/stats/taxfacts/property-tax.htm#rates~~

	~~Current~~			
~~Current NYS Tax Rate~~	~~1.7%~~			
~~Statewide residential Properties~~	~~4,032,628~~			
~~Property tax collections (in billions of dollars)~~	~~$67.13 (2023)~~			

Conclusion:

Through strategic alignment of public-private partnerships, leveraging existing state resources, the creation of the Office of Water Safety Education and supporting committee, and expanding access to free swimming instruction, this comprehensive plan pursues a multifaceted set of objectives. It strives to create and water safety ecosystem where safety in and around water, impart crucial swimming skills, and encourage physical activity among children. Rigorous feasibility assessments and continuous evaluations will underpin the programs and partnerships sustainability and efficacy, ensuring the development of a generation proficient in swimming and safety.

Moreover, through seamless integration of a robust drowning reporting system, verified narratives, standardized questions, an information hub, and local partnerships, the NYS DOH Water Safety Clearinghouse page is poised to evolve into a holistic ecosystem. This transformative approach equips communities with data-driven strategies for preventing childhood drowning incidents. Positioned proactively, this initiative holds the potential to significantly diminish such incidents and instill a pervasive culture of water safety education throughout New York State, championing collaboration and innovation.

Supplemental Information

Add DOH-1315 – children's camps

DOH-1321 – swimming pools

DOH-1322 – bathing beaches

GOAL E & GOAL C

O. Awareness campaigns for adults:
   1. Educational Initiatives: Initiate programs to educate parents on the dangers of water and highlight key considerations for identifying quality swimming lessons.
   2. Regular promotion of water safety skills, knowledge: Establish a regular schedule for promoting water safety skills, water smarts, and rescue skills, introducing a new skill each month. This structured approach ensures a continual focus on key aspects of water safety throughout the year. Provide monthly water safety tips to parents to reinforce awareness and understanding of water-related risks. Actively support and participate in initiatives like World Drowning Prevention Day to raise awareness about water safety on a global scale. This involvement can contribute to a collective effort to prevent drowning incidents.
   3. Swim Lesson Finder: Develop and promote a swim lesson finder tool to help parents locate suitable and reputable swim instruction programs.

. Future growth of water safety in New York GOAL C

A. Water Safety Committees: will continue the promotion and growth of a water safety mindset.
   1. Regional Committees: Establish regional water safety committees to coordinate efforts, share best practices, and address specific challenges unique to each region.
   2. Statewide Symposia: Organize annual state-wide water safety symposiums to bring together experts, professionals, and stakeholders. During these events, share insights, discuss best practices, and promote collaborative initiatives.
   3. Drowning Prevention Steering Committee: Establish a dedicated Drowning Prevention steering committee at the state level to guide and oversee comprehensive drowning prevention strategies. This committee can serve as a central hub for coordination and implementation of effective water safety measures.
   4. Certifications and Training for personnel: Encourage consistent participation in instructor training and lifeguard classes to maintain, refresh, and acquire new techniques and skills. Promoting ongoing education in these areas ensures that instructors and lifeguards stay updated on best practices, enhancing their proficiency and effectiveness in water safety.

      State assistance in facilitating classes and offsetting the cost of personnel. Courses at the college and high school level to prepare students to be instructors, who then teach as part of the curriculum. High school and college level courses to prepare students to be lifeguards by working on the

skills needed to enter the course prior to the course content. Regular courses offered within the state for people to become certified as instructors/trainers to teach others to teach.

This comprehensive strategy aims to promote water safety and proficiency across a wide range of ages while ensuring accessibility for all demographics.

GOAL D:

The commission shall:

(d) Develop an implementation plan to ensure its swimming safety programs are available in underserved communities;

Key challenges identified include lack of awareness among parents, financial barriers, scheduling conflicts, facility location issues, and caregivers projecting their own fears onto their children. Similarly, children face challenges related to their lack of knowledge and risk-taking behaviors, while facilities encounter issues such as aging infrastructure, limited availability, and weather dependence. Personnel-related challenges encompass difficulty in finding certified instructors and lifeguards, high turnover rates, and inadequate pay scales.

GOAL D:

The commission shall:

(d) Develop an implementation plan to ensure its **swimming safety programs*** are available in underserved communities;

Moved all the pink to background information; do we need to repeat it?

Water Safety Education: * known in the original law language as **Swimming Safety Program**

Make existing water safety information and resources easily available and accessible to people of all ages, cultures, and abilities through a wide variety of access points, sources, local languages, and affordability, including scholarships and low-cost options where possible. (WS WC 17) Deliver water proficiency training that meets the needs and resources of specific communities. This includes, but is not limited to, training that considers language, culture, local bodies of water, socioeconomic factors, and disabilities. Instructional strategies can include in water, near water, or waterless (landbased).

Definition: Under-resourced communities are those that lack institutions, community cohesion, leadership, physical resources, financial resources, political will, and power. People who are socioeconomically disadvantaged, limited English speakers, isolated geographically or educationally, people of color and people of ethnic and national origin minorities, women, children, people with disabilities, and others with access and functional needs may be found in these communities.

Definition: Underserved - Not provided with enough help or services, or not given services that are of high quality[42]

Implementation Plan for Water Safety Education Programs*

in Under-Resourced Communities

Objective: To ensure that Water Safety Education programs are accessible and available to under-resourced communities.

[42] dictionary.cambridge.org

Objective:

Overall, we want to ensure that programming in these communities will

- Benefits everyone with the same supports (Equality).
- Ensure they get the support and resources need to succeed (Equity)
- Address the cause of the inequities to remove any systematic barriers (Justice)

Identify Target Under-Resourced Communities:

- Conduct a thorough assessment of the demographics and characteristics of the community to identify areas that are under-resourced and/or underserved in terms of water safety education programs.
- Consider factors such as income levels, access to transportation, language barriers, cultural considerations, and any other relevant factors that may impact participation in water safety education programs.
- Develop Partnerships
    - Identify local community organizations, schools, places of worship, and other stakeholders that serve the identified targeted under-resourced and/or underserved communities.
    - Establish partnerships and collaborations with these organizations to leverage their resources and networks to reach out to the community and promote the water safety education programs offered in their respective communities
    - Collaborate with local schools to integrate water safety education as part of their physical education curriculum or after-school programs.

Outreach, Education, and Promotion

- Develop a comprehensive outreach and promotion plan that utilizes multiple channels to reach the targeted communities, including community events, social media, flyers, posters, PSA, and local media.
- More information found in Goal E.
- Translate promotional materials into multiple languages spoken in the community, as needed, to overcome language barriers.
- Offer incentives, such as discounted or free classes, to encourage participation from under-resourced and/or underserved communities.

- Utilize local community leaders and influencers to promote the water safety education programs and build trust within the community.

- Classroom Education for the **Situational Knowledge of Water** (Water Proficiency)
    - Knowledge about the nature of water as it relates to the climate, environment and home.
    - Identify dangers in the home and beyond.
    - Understand the behavior of water.
    - Risk-mitigation preventing exposure to risk, action strategies during and after the response.
    - Understand weather-related aquatic emergencies and learn how to respond.

Financial Assistance

- Establish a financial assistance program to provide scholarships or discounts to individuals or families from under-resourced and/or underserved communities who may face financial barriers to participating in the water safety education programs. Scholarships could be based on enrollment in assisted programs.

- Seek funding from grants, sponsorships, or donations to support the financial assistance program and make it sustainable.

- Safety programs offered are culturally sensitive and inclusive to the diversity of the under-resourced and/or underserved populations in the state.

- Train instructors and staff on cultural competency to better understand and respect the cultural differences of the participants.

- Create an inclusive environment that welcomes individuals of all backgrounds, abilities, and identities, and actively addresses any discriminatory behavior or attitudes.

- Establish a sense of trust with participants by being committed, consistent, competent, and compassionate.

- Staff reflects the cultural diversity of the community.

Accessibility within a Neighborhood

- Within walking distance

- Accessible by public transportation

Evaluation and Monitoring

- Implement a system to regularly evaluate and monitor the effectiveness and impact of the water safety education programs in the under-resourced and/or underserved communities.

- Collect data on program participation, outcomes, and feedback from participants and stakeholders to measure the success of the implementation plan.

- Use the evaluation results to make necessary adjustments and improvements to the program and implementation plan as needed.

Long-term Sustainability

- Develop a plan to ensure the long-term sustainability of the water safety education programs in under-resourced and/or underserved communities.

- Explore opportunities for ongoing funding, partnerships, and collaborations with local organizations, businesses, philanthropic organization, and government agencies.

- Continuously monitor and evaluate the program's impact and effectiveness and make necessary adjustments to ensure its sustainability.

Goal D- Key Performance Indicators

1. Create an assessment tool to identify areas that are under-resourced and/or underserved (see dictionary).
    a. Pool availability
    b. Income

2. Create a Promotion Plan educating under-resourced and/or underserved communities about at-risk populations.

3. Recognize that water safety education materials and programs may need to be translated into multiple languages, if feasible and applicable; they are culturally sensitive.

4. Identify and develop programs that incentivize organizations to offer scholarships and/or tiered pricing based on household income.

5. Seek a funding increase in the Sports Gambling Law specifically for under-resourced and/or underserved families pursing water safety education or for

organizations offering subsidized water safety education for under-resourced and/or underserved families.

a. If funding is provided, data should be collected to determine the effectiveness of the water safety education program.
    i. Data could include increased enrollment, water injury number reduction, advancement from skill level in program, skill and knowledge acquisition
b. If organization receives multi-year funding, the funding will diminish each year as the organization builds other support for their scholarship program to provide sustainability.

Identify educational resources for instructors to build cultural competency. "Cultural competence is the ability of an individual to understand and respect values, attitudes, beliefs, and mores that differ across cultures, and to consider and respond appropriately to these differences in planning, implementing, and evaluating health education and promotion programs and interventions"[43].

Definitions of Cultural Competence (Georgetown University)

B. Water safety/swim lessons**:** **GOAL A & D**
    1. Prioritize the implementation of swim lessons across diverse age groups, including early introduction for ages five and under to instill water competency, skill, and knowledge development for 6–8-year-olds, educational focus for those aged 12-14, and preparation for lifeguard and water safety teaching roles for individuals aged 14-16.
    2. Encourage participation in swimming lessons by offering incentives, such as offsetting associated costs. Additionally, address financial barriers by covering the expenses of swim lessons for summer school participants, under resourced communities, and individuals with disabilities.

IV. lack of personal resources - COULD BE GOAL D

C. Offer tangible incentives for families to be able to enroll children into lessons:
    1. Create partnerships to provide for the provision of "swim essentials": a swimsuit, cap, goggles, and if desired a shirt appropriate for wearing in the pool.
    2. Offer incentives such as food (prepared meals, snacks, take home containers) for participants and families.
    3. Work with local officials to determine transportation solutions for participants who need assistance.
    4. For older participants, offer the opportunity for certifications (i.e. first aid, cardiopulmonary resuscitation, lifeguard training) for participation (offset the cost of the course as well).

[43] What is the source of the definition of Cultural Competency?

GOAL E:

The commission shall:

(e) Develop a comprehensive plan for a public awareness campaign to ensure parents and guardians receive information on the importance of children receiving basic water safety and swimming instruction.

Do we want to increase the amounts of the ask to the legislature to get what we want?

GOAL E:

The commission shall:

(e) Develop a comprehensive plan for a public awareness campaign to ensure parents and guardians receive information on the importance of children receiving basic water safety and swimming instruction.

GOAL E & GOAL C

D. Awareness campaigns for adults:
    1. Educational Initiatives: Initiate programs to educate parents on the dangers of water and highlight key considerations for identifying quality swimming lessons.
    2. Regular promotion of water safety skills, knowledge: Establish a regular schedule for promoting water safety skills, water smarts, and rescue skills, introducing a new skill each month. This structured approach ensures a continual focus on key aspects of water safety throughout the year. Provide monthly water safety tips to parents to reinforce awareness and understanding of water-related risks. Actively support and participate in initiatives like World Drowning Prevention Day to raise awareness about water safety on a global scale. This involvement can contribute to a collective effort to prevent drowning incidents.
    3. Swim Lesson Finder: Develop and promote a swim lesson finder tool to help parents locate suitable and reputable swim instruction programs.

Abstract

Our recommendation, in accordance with Goal E of the NYS Temporary Commission to Prevent Childhood Drowning, is a comprehensive Request for Proposal (RFP) for a public awareness campaign focusing on child water safety and swimming instruction in New York State. The goal is to enhance water safety and reduce accidental drowning incidents among children. The campaign, with an average $5 million annual budget, aims to change attitudes and behaviors towards water safety, targeting parents, guardians, and caregivers of children aged 0-18, and special needs children aged 0-21, as well as educators and healthcare providers. It encompasses various strategies like cultural sensitivity considerations, data-driven approaches, and multi-channel communication, including modern technologies. The RFP details include campaign objectives, target audience, scope of work, proposal requirements, selection criteria, and submission guidelines.

Do we want to list or number the part of the document?

Introduction

As part of our dedicated efforts to enhance water safety and reduce the risk of accidental drowning incidents among children, we focused on Goal E: "Develop a comprehensive plan for a public awareness campaign to ensure parents and guardians receive information on the importance of children receiving basic water safety education and swimming instruction." This goal is pivotal in our collective mission to foster a culture of water safety, particularly among the youngest and most vulnerable members of our state.

Recognizing the complexity and significance of this undertaking, our recommendation is to issue a Request for Proposal (RFP) that seeks out experienced and innovative agencies capable of designing and implementing a far-reaching and impactful public awareness campaign. This RFP is to be meticulously crafted to encompass a broad range of strategies and approaches, ensuring the campaign addresses various aspects crucial for its success, from cultural sensitivity and inclusivity to leveraging the latest in digital technology and behavioral psychology.

The success of this campaign hinges not just on the quality of its content and the strategies employed, but also on the strength and breadth of its collaborations. We believe that engaging in cross-sector collaboration is fundamental. It is essential to bring together diverse stakeholders, including educational institutions, healthcare providers, community organizations, local businesses, government agencies, and media outlets, to ensure the campaign resonates with and reaches our target audience effectively.

The success of this campaign will be measured not only in its reach and visibility but, more importantly, in the tangible increase in awareness and change in behavior among educators, parents, and guardians regarding child water safety and swimming instruction and a decrease in the NYS drowning rate. By pooling our resources, expertise, and passion for water safety, we can create a campaign that not only informs but also empowers and motivates, leading to a safer future for everyone.

In summary, through the issuance of this RFP and the fostering of collaborative efforts across all sectors, we aim to create a comprehensive and impactful public awareness campaign. This initiative is a crucial step towards our overarching goal of making water safety a well-understood and prioritized aspect of living in New York State.

IV. Request for Proposal (RFP)

Comprehensive Geographically Relevant Public Awareness Campaign for Water Safety and Swimming Instruction

Introduction:

The New York State's **Department of Water Safety Education** is seeking proposals from qualified agencies or organizations to design and implement a comprehensive public awareness campaign aimed at promoting child water safety education and swimming instruction. This campaign is a critical initiative to raise awareness among parents, guardians, caregivers, and educators about the importance of water safety skills and situational knowledge of water for children.

Campaign Overview:

Duration: The campaign is expected to run consecutively for three years.

Annual Budget: $7 million in year one, $5 million in year two, and $3 million in year three, all earmarked from the state budget.

Campaign Objectives and Outcomes:

Objectives:

- **Foster Lasting Behavioral Changes:** Instill long-term positive attitudes and behaviors regarding water safety through educational initiatives and public engagement.
- **Increase Awareness and Education:** Ensure that parents, guardians, and caregivers of children aged 0 to 18, and special needs children aged 0-21, are thoroughly informed about the crucial aspects of water safety education and the importance of swimming instruction.
- **Reduce Water-Related Accidents:** Aim for a measurable decrease in water-related accidents among children by equipping them with necessary safety skills and knowledge.
- **Develop Aquatic Proficiency:** Promote the development of aquatic skills, situational knowledge of water, respect for the water, and confidence in children, preparing them to handle water environments safely.

Enhanced Benefits:

- **Community Safety:** Elevate the overall safety of community shorelines, bodies of water, waterways, swimming pools, and water activities by increasing the number of children and families who are well-versed/ or well-prepared in water safety and situational knowledge of water.
- **Inclusive Outreach:** Reach diverse communities through culturally sensitive messaging, ensuring that no group is left behind in water safety education.
- **Empowerment Through Education:** Empower parents and children with the knowledge and skills to enjoy water activities safely, enhancing their quality of life.

Opportunities:

- **Partnerships with Local Government and Agencies:** Collaborate with local government agencies, law enforcement, fire departments, and emergency medical services for community outreach. **Are we just talking government agencies? Are you taking about NGO's? None are listed.**
- **Engagement with Schools:** Develop partnerships with school districts to integrate water safety education into the school curriculum and offer training programs for teachers and school staff.
- **Innovative Learning Tools:** Utilize modern technologies such as mobile apps, VR/AR [translate what this is] to make learning about water safety education engaging and more accessible.
- **Community Engagement Events:** Host community workshops, safety fairs, and swimming clinics to directly engage with the target audience and reinforce learning.

Outcomes:

- **Enhanced Public Knowledge:** Achieve widespread awareness of water safety protocols, significantly increasing the community's ability to prevent accidents.

- **Behavioral Change in Target Audience:** Document a significant shift in the safety practices of parents and guardians as reflected in pre- and post-campaign surveys.
- **Reduction in Accidents:** Monitor and report a reduction in emergency incidents related to water activities among youth.
- **Sustained Engagement:** Develop a sustainable model of engagement that keeps water safety in the public discourse and maintains community interest and participation.

Sustainability and Long-Term Impact:

- **Build a Foundation for Lifelong Safety:** Establish a foundation of knowledge and skills that children carry into adulthood, reducing the likelihood of water-related incidents over a lifetime.
- **Create Advocates for Water Safety:** Develop community leaders and advocates who continue to educate and promote water safety beyond the life of the campaign.

Target Audience:

Primary Audience:

Parents, Guardians, and Caregivers:

- **Age Groups:** Focus on specific age groups (infants/toddlers 0-3, preschoolers 4-6, school-aged children 7-12, teenagers 13-18) and special needs children (0-21).
- **Geographic Focus:** Emphasize regions with higher drowning rates or limited access to water safety education and swim lesson programs (e.g., urban areas, rural communities).
- **Educators:** Include educators, school administrators, and childcare providers who can integrate water safety into their curriculum and daily routines.

Secondary Audience:

- **Community Leaders and Organizations:** Policymakers, parks & recreation departments, local businesses, community centers, and non-profits focused on child safety and wellness.
- **Healthcare Providers:** Pediatricians, family doctors, and public health nurses who can distribute educational materials and provide guidance during visits.
- **Schools and Educational Institutions:** Partner with schools for curriculum integration and hosting informational sessions or workshops.
- **Media and Technology Partners:** Engage local media outlets and technology platforms to broaden the campaign's reach.

Scope of Work:

Proposals should comprehensively address the following aspects:

- **Cultural Sensitivity and Inclusivity:** Strategies to ensure the campaign is culturally sensitive, inclusive, and accessible.
- **Integration with Public Health Initiatives:** Collaboration with broader health campaigns.
- **Seasonal and Geographical Tailoring:** Customization of messages for different seasons and geographic areas.
- **Data-Driven Approach:** Use of data and research to inform campaign strategies and measure effectiveness.
- **Engagement and Interaction:** Plans for interactive and engaging content.
- **Multi-Channel Strategy:** Use of diverse media channels with consistent, tailored messaging.
- **Technology and Innovation Utilization:** Incorporation of modern technology like mobile apps, VR/AR in education.
- **Community and Stakeholder Involvement:** Involvement of relevant community groups and stakeholders in the campaign.
- **Safety and Emergency Information:** Inclusion of actionable safety and emergency guidelines.
- **Sustainability and Long-Term Impact:** Strategies for ensuring long-term impact and sustainability.
- **First Responders and Lifeguards Involvement:** Inclusion of insights from first responders/lifeguards.
- **Legal and Ethical Compliance:** Adherence to legal and ethical standards in campaign content.
- **Feedback and Adaptability:** Mechanisms for feedback and adaptability of the campaign.

The selected agency will be responsible for the following:

- **Message Development:** Create effective, compelling, and relatable campaign messages.
- Campaign Channels: Employ a mix of channels including social media, parenting blogs, schools, community events, PSAs, and local print media.
- **Visual Content Creation:** Develop engaging and appropriate visual content.
- **Campaign Implementation and Management:** Oversee all aspects of campaign rollout and ongoing management.
- **Evaluation and Reporting:** Regularly evaluate campaign effectiveness and provide comprehensive reports.

Proposal Requirements:

Proposals should include:

- **Agency Background:** Experience and past performance in similar projects.
- **Strategic Approach:** Detailed strategy for achieving campaign objectives.

- **Project Team:** Information about the team members who will work on the project.
- **Timeline:** A proposed timeline for campaign implementation.
- **Budget Breakdown:** Detailed budget allocation for each aspect of the campaign.

What is the method or process for monitoring and evaluation? Process for collecting and storing data.

Selection Criteria:

To ensure a transparent and effective evaluation of the proposals, we have established a detailed rubric for assessing the submissions. Each proposal will be scored based on the following criteria, with each category weighted to reflect its importance in achieving the overall campaign objectives:

Put this information in a table.....

- **Relevance and Creativity of Strategy (20%):** Evaluate how well the proposed strategy aligns with the goals of enhancing water safety and reducing accidental drowning incidents. Review the creativity of the approach and its potential to effectively engage and impact the target audience.
    - **Scoring:** Proposals will be scored on their ability to present innovative and impactful strategies that are directly relevant to the campaign goals.

- **Experience in Public Awareness Campaigns (20%):** Assess the agency's experience and past performance in similar public awareness or safety campaigns. Consider the relevance of past projects and the success rate of these initiatives.
    - **Scoring:** Proposals will be scored based on documented evidence of successful past campaigns, especially in related fields.

- **Effectiveness of Proposed Evaluation Methods (20%):** Evaluate the robustness and appropriateness of methods proposed for measuring the campaign's success. Review the suitability and scientific soundness of the evaluation metrics and methodologies.
    - **Scoring:** Proposals will be scored on the clarity, detail, and appropriateness of the evaluation methods proposed.

- **Cost-Effectiveness of the Proposal (20%):** Ensure that the proposed budget is realistic and provides a high return on investment. Analyze the budget allocation and justification across various components of the proposal.
    - **Scoring:** Proposals will be scored on their ability to maximize impact while efficiently utilizing resources.

- **Qualifications of the Project Team (20%):** Assess the qualifications, expertise, and structure of the project team. Review the team's credentials, roles, and past contributions to similar projects.
    - **Scoring:** Proposals will be scored based on the strength and relevance of the project team to ensure successful campaign execution.

Thoughts on table:

Criteria	Scoring Percentage	Criteria Explanation	Scoring Explanation
Relevance and Creativity of Strategy	**20%**	Evaluate how well the proposed strategy aligns with the goals of enhancing water safety and reducing accidental drowning incidents. Review the creativity of the approach and its potential to effectively engage and impact the target audience	Proposals will be scored on their ability to present innovative and impactful strategies that are directly relevant to the campaign goals
Experience in Public Awareness Campaigns	**20%**	Assess the agency's experience and past performance in similar public awareness or safety campaigns. Consider the relevance of past projects and the success rate of these initiatives	Proposals will be scored based on documented evidence of successful past campaigns, especially in related fields
Effectiveness of Proposed Evaluation Methods	**20%**	Evaluate the robustness and appropriateness of methods proposed for measuring the campaign's success. Review the suitability and scientific soundness of the evaluation metrics and methodologies.	Proposals will be scored on the clarity, detail, and appropriateness of the evaluation methods proposed
Cost-Effectiveness of the Proposal	**20%**	Ensure that the proposed budget is realistic and provides a high return on investment. Analyze the budget allocation and justification across various components of the proposal	Proposals will be scored on their ability to maximize impact while efficiently utilizing resources
Qualifications of the Project Team	**20%**	Assess the qualifications, expertise, and structure of the project team. Review the team's credentials, roles, and past contributions to similar projects	Proposals will be scored based on the strength and relevance of the project team to ensure successful campaign execution

Each proposal must be submitted with comprehensive information addressing these criteria. Proposals will be graded on a scale from 1 to 10 for each category, with detailed score descriptors provided to maintain consistency in evaluation. The highest-scoring proposals will be considered for final selection, subject to a detailed review and potential interview or presentation stage.

Submission Guidelines:

Deadline: [Proposal Submission Deadline]

Format: Proposals should be submitted in pdf format.

Submission Address: Proposals should be sent to Department of Water Safety Education

For any inquiries regarding this RFP, please contact Department of Water Safety Education

Conclusion:

This public awareness campaign aims to create a culture around water safety, create a safer environment for people around water, and instill lifelong water safety habits. We look forward to receiving innovative proposals that will help us achieve these vital objectives.

RECOMMENDATIONS:

RECOMMENDATION 1: POOL FENCING

RECOMMENDATION 2: ACADEMIC TRAINING

RECOMMENDATION 3: RESIDENTIAL POOLS

RECOMMENDATION 4: PRIVATE SWIM LESSONS IN RESIDENTIAL POOLS

RECOMMENDATION 5: SPLASH PADS & AQUATIC SPRAY GROUNDS

RECOMMENDATION 6: STATE AGENCY REGULATIONS

RECOMMENDATION 7: FUNDING

RECOMMENDATION 8: CAPITAL INVESTMENTS – FACILITIES

RECOMMENDATION 9: LEGISLATION

- Legislation Justification 1: Water Safety Education for all Students
- Legislation Justification 2: Office of Water Safety Education
- Legislation Justification 3: Awareness Campaign Funding
- Legislation Justification 4: Funding for Programs and Materials

RECOMMENDATION 10: FUTURE COMMISSIONS: TOPICS NOT WITHIN THIS COMMISSION'S SCOPE

- Emergency Warning System – Iowa – used the Tornado Warning System when the Iowa dam broke at night – we don't have an emergency warning system that can do that in the case of a dam break
- The flood warning system that NC uses. Dr. Pressley email 10/5/2023

RECOMMENDATION 11: FURTHER RESEARCH

- Research on effectiveness of swim lessons under the age of 1

RECOMMENDATION 12: BUILDING SCHOOL POOL CLASSROOMS

RECOMMENDATION 13: PUDDLE JUMPERS

RECOMMENDATION 14: JETTIES & GROINS

RECOMMENDATION 15: PRE & POST SEASON BEACH SAFETY

RECOMMENDATION 16: PARENTS/GUARDIANS/CAREGIVER EDUCATION

RECOMMENDATION 1: POOL FENCING REGULATIONS

The National Drowning Prevention Alliance promotes the 5 layers of protection. These 5 layers of protection include:

Circle of Drowning Prevention - 5 Layers of Protection:

- Barriers (fences around the pool or hot tub) & Alarms
- Supervision
- Water Competency: learn swimming & water safety survival skills**
- Life Jackets: use US Coast Guard Approved
- Emergency Preparation (swim in a guarded area)[44]

** Water proficiency which consists of both water competency and Situational Knowledge of Water is what the Commission in advocating for.

The Automatic Pool Cover Industry is advocating for the use of their automatic covers on hot tubs and swimming pools instead of the fencing barrier.

Automatic pool covers rely on the owner/operator to recover the pool and hot tub after each use.

If the owner does not re-cover the swimming pool or hot tub, that it is putting children at risk, especially children with autism. That makes both water structures attractive nuisances.

Recommendation:

The Commission's recommendation is to maintain the barrier standards that the Water Safety Community advocates for: using barriers around pools and hot tubs and continuing to use alarms.

FENCING - PODCASTER

Maintain the mandate for fencing around pools, and not automatic pool covers.

[44] Source: National Drowning Prevention Alliance, American National Red Cross

RECOMMENDATION 2: ACADEMIC TRAINING

Increasing Aquatic Education:
To increase aquatic education in the school district facilities, three things need to happen. First, there needs to be a focus on increasing the aquatic knowledge during the Physical Education Pre-Service Training. Second, aquatic education and facility management needs to be included in the School Administration Pre-Service training. Third, aquatic education information needs to be shared with those educators currently working in the field through their professional organizations.

Academic Pre-Service Training: Physical Education Teachers
Physical education majors do not receive an equal aquatic education baseline during their pre-service teaching experience, and many pre-service programs do not set their graduates up for success to be able to teach in a pool classroom.

SUNY Cortland is the only Physical Education Pre-Service program that has an Aquatic Focus option in NYS; the aquatic focus includes the following courses:

- Lifeguarding
- Water Safety Instructor™
- Physical Education Practicum
- Coaching Clinic: Swimming
- Special Study in Physical Education - CAST (Cortland Adapted Swim Team)
- Water Fitness[45].

Students graduating with these credentials are ready to instruct in a pool classroom and have all the credentials that they need to do so. With the additional certification of Lifeguard Instructor, they are ready to train lifeguards, and they are ready to train coaches First Aid and CPR courses that are recognized by the NY State Education Department. SUNY Cortland is the only Physical Education Pre-Service Program that has both an American Red Cross Water Safety Instructor™ Trainer and a Lifeguard Instructor Trainer.

Academic Pre-Service Training: School Administrators
Facilitating a pool classroom needs to be added to the Pre-Service training for school administrators. Specific topics that school administrators need to be educated about include, but not limited to:

- Aquatics education can be taught in a pool classroom (natatorium) or a traditional classroom (other setting)
- What is the regulatory agency with oversight of the pool classroom
- How to manage a pool classroom
- The regulations regarding a pool classroom
- Strategies for including pool classroom accommodations and modifications into the Special Education 504 and Individualized Education Program (IEP)
- What qualifications does someone need to teach in a pool classroom

[45] Tobin, Brian. Academic Advising Handbook.

- What are the characteristics of a high-quality swim instructor
- What should a job post look like for a pool classroom vacancy
- Why the school needs two Lifeguard Instructors on staff
- How to offer additional pool activities outside the school day
- Equipment required in a pool classroom
- Equipment required based on course offerings
- Adapted aquatics best practices
- Understanding staff to student ratios based on activity, student population, student ability
- How to understand basic Certified Pool Operator material (pool chemical testing)
- How to run a Learn-To-Swim program best practices
- Programming options
- Finances
- Basic aquatic education researched best practices

School Finances
It is important that the School Business Official understand how the pool classroom operates and how to offer aquatic programming. The School Business Official is usually the one with facility supervisor responsibilities in smaller district, along with financial responsibilities.

Some schools have Adult Education and Community Education Programs. These schools include Adirondack Central (Oneida County), Greater Amsterdam School District (Montgomery County), Williamsville Central School District (Erie County), Afton School District (Chenango County), and Gates Chili Central School District (Monroe County). With this program, these districts already have a process in place to offer additional classes, process registrations, process payments, and staff classes. Furthermore, Gates Chili CSD has a program that allows senior citizens over the age of 60 to register in one free Community Education class per semester[46].

Other schools that have aquatic facilities need to implement a procedure to offer additional classes, process registrations, process payments, and staff classes. **Sharon Cihocki, School Business Administer for Adirondack Central (Oneida County), has provided a procedure. See Appendix.**

Furthermore, strong financial practices need to be maintained. Registration fees for courses should be maintained by the business office; the money is to be maintained by someone in the district office who is bonded, and not by the faculty or staff member who is teaching the class.

Lastly, School Business Officials should research whether the school insurance covers after school aquatic activities and not solely require a facility member to purchase their own additional insurance to use the pool classroom after school hours.

Organizations that need to be educated about aquatics:

[46] https://www.gateschili.org/Page/59

Professional organizations add an important function in the continuing professional development that is required to maintain certifications; NY State Professional Education Organizations need to be educated regarding aquatic education, its importance, and facility management. There needs to be a document or presentation developed to share information regarding facilitating a pool classroom.

NY State Professional Education Organizations should be approached to assist with disseminating the information regarding pool classrooms.

These organizations include the following:

- NYS Association for Health, Physical Education, Recreation, and Dance (NYS AHPERD) & Council of Administrators (COA)
- School Administrator Association of New York State (SAANYS)
- NYS Athletic Administrators Association
- Association of School Business Officials of New York (ASBO)
- NYS School Boards Association
- Rural Schools Association of NYS
- NYS Council of School Superintendents
- NYS Council for Exceptional Children (NYSCEC)
- NYS Parent Teacher Association (NYS PTA)

RECOMMENDATIONS:

Recommendation 1:

There needs to be a document and presentation developed to share information regarding facilitating a pool classroom to the professional educational organizations.

Recommendation 2:

With almost half of the NY State school districts having pool classrooms, the NY State Education Department needs to review its criteria for if, how, and what aquatic education is required by pre-service physical education majors and school administrators' programs.

Recommendation 3:

There needs to be a document or presentation developed to share information regarding facilitating a pool classroom.

RECOMMENDATION 3: HOME POOLS

Backyard and home pools are additions to many homes throughout the state. Whether they are in ground or above ground structures, they provide great places for relaxation, recreation, and enjoyment.

Education:

Education is key to owning, securing, and operating residential pools.

Education needs to occur in the areas of preventing an emergency, responding to an emergency, and taking aquatic education classes. These classes include Adult and Pediatric (Child and Infant) First Aid CPR/AED and swimming lessons.

Fencing:

As required by the Property Maintenance Code of NYS Section 303 and Section R.326, fencing, self-locking gates, and pool alarms are required for pools. The regulation does not specify if the fencing must be strictly around the pool or can be around the backyard. The fences that are around the backyard have traditionally used one side of the house as its fourth side of the fence. By doing that, the homeowner would then have to make sure that all doors, windows, and doggy doors are properly secured pool. If the owner has a backyard fence, another alternative to securing the pool is to add a removable fence strictly around the pool.

Above ground pools need to have fencing around them. The framing of the pool structure should not be thought of as a substitute for proper fencing. Above ground pools that have had deck systems built around them need to have fencing.

Automatic pool covers are no substitute for a properly installed fence with a self-locking gate. States that have adopted automatic pool covers that can be used as alternative for the properly installed fence with self-locking gate are putting their children at risk, especially the special populations. They have created an attractive nuisance.

Supervision:

Designated Water Watcher (Water Guardian) or lifeguard needs to be present while swimming in the pool. The sole focus of the Designated Water Watcher is to be aware of the pool participants, pool activities, and surroundings.

The Designated Water Watcher should have a phone to be able to call Emergency Services.

The Designated Water Watcher should have an item - a badge or whistle - identifying and reminding them that they are the watcher. When another adult takes over, then that item should be passed over. This practice should help decrease the one statistic: 88% of child drownings occur with at least 1 adult present.

Do we want to include strategies of HOW to be a Designated Water Watcher?

Active supervision in aquatic environments should have the 3 C's:

- Close: implying staying within arm's reach of those at risk
- Constant: which requires undivided, alert attention without distractions
- Capable: emphasizing the need for supervisors to be competent in swimming, emergency rescue, and CPR[47] .

Do we want to include strategies for HOW to transition children in and out of the water safely?

- Child exits the pool prior to the caregiver.
- Caregivers enter the pool prior to the child.
- Demonstrating how to/what to do
- Removing US Coast Guard approved floatation devices after exiting the pool facility
- Having a safety sitting spot - where the child is to go once exit the pool
- Conditioning the caregiver to treat the pool like they are on the street or road[48]

Lifeguards: Certified Versus Equipped

Many residential pool owners hire lifeguards for significant events, like birthday parties. Lifeguards take a class to become certified. Lifeguards are trained during their certification to use a rescue tube; they need that piece of equipment to be equipped to perform their duties.

[47] Source: National Drowning Prevention Alliance. Commission approved at 8/11/2023 meeting.
[48] Commission approved at 8/25/2023 meeting.

Pool Depth:

Most children drown in water that is less than three feet deep, and for young people, four feet is their deep end. Most above ground pools are one depth for the entire pool. That depth can vary between 3 to 5 feet. Pool depth marking should be made. Depth line and ropes should be in place for visual markings for children swimming.

Diving Safety:

The water depth that a pool needs to be for proper diving is 9 feet deep. Diving should not be permitted in water less than that; spinal injuries occur more frequently in water less than 9 feet. The angle of the pool bottom needs to be considered when diving.

Chemical Storage:

Pool chemicals need to be stored in a secure, dry, covered, and ventilated area. Hydrochloric Acid (HCl), also known as Muriatic Acid, needs to be kept separately from the chlorine; if accidentally mixed, they cause a poisonous, odorless gas.

Safety Equipment:

There needs to be safety equipment present to be prepared for an emergency. This should include a 15 foot long reaching pole, ring buoy, CPR pocket mask, and a first aid kit with nitro gloves (non-latex gloves).

Other items could include US Coast Guard/Transport Canada approved life jackets.

According to NYS Department of Health Sub-Part 6-1, homeowner swimming pools are required to have a ring buoy and a reaching pole[49]

Signage:

[49] NYS DOH 6-1.23 Supervision (b) lifesaving equipment (iii)

The pool rules need to be posted. Depth markers need to be clearly made. Ropes should be used as a visual reminder in the pool to separate the shallow end from the deep end of the pool.

RECOMMENDATIONS:

Recommendation 1: Home Pool Essentials Course

1. The Pool and Hot Tub Alliance (PHTA) Home Pool Essentials online course or an equivalent course is recommended.

PHTA: HOME POOL ESSENTIALS ONLINE COURSE[50]

This course has been designed to help private pool owners understand how a pool works, how they can better care for their pool, and how to minimize risks to their family, neighbors, and friends. Most operation and safety topics that relate to pools also apply to spas. Therefore, when this course states "pools," the guidance also applies to spas. (There is a section that describes some unique operational and safety features related to spas.) (www.phta.org)

Recommendation 2: CPR and First Aid Training

2. Take an Adult and Pediatric (Child & Infant) First Aid CPR/AED course.

Recommendation 3: Swimming Lessons (Skill Based Aquatic Education)

3. Have all children take swimming lessons.

Recommendation 4: Toolkits

4. The National Drowning Prevention Alliance has toolkits on their website to continue water safety education. (www.ndpa.org)

List Commissioners gave me to add to this:

- Benefits of depth pool
- Pool covers
- Diving safety
- Black yard pool slides

[50] www.ndpa.org

- Type of pool chemicals to use
- pool security
    - Pool alarms
    - Locking mechanisms
- Designated water watcher
- Supervising adult
- Want to be trying it in formally
- Barriers of pools
- Invisible 4th wall
- Basics of depth line and rope

Above ground pool

- what needs to happen
- Signage - pool rules
- The side of the pool is not a barrier - security around the pool
- ARC - 2 circles of drowning prevention, circle of drowning prevention
-

RECOMMENDATION 4: PRIVATE SWIM LESSONS IN RESIDENTIAL POOLS (BACKYARD HOME POOLS)

Swim lessons held at a private home swimming pool are not subject to regulation by the state health department when the lessons are limited to the friends and family of the homeowner. Once a residential swimming pool is used to provide instruction to others outside of the homeowner's family and friends, then that pool will likely need to meet the design and operational standards contained Department of Health Sanitary Code Subpart 6-1. These design and operational standards include obtaining a permit to operate from the local health department having jurisdiction. Most residential pools won't meet the swimming pool design standards. Under Subpart 6-1, swimming instruction will likely require supervision in addition to the instructor, such as a lifeguard. If a homeowner is allowing instruction to be taught to individuals that are not family and friends, they should contact the local health department to determine the minimum requirements.

Recommendation:

In addition to complying with any health department requirements, the Commission recommends that an instructor should have insurance that covers them teaching swimming lessons. If the use of the pool is not subject to Department of Health Regulation, then an instructor should have at a minimum of a Designated Water Watcher while the instruction is happening; the ideal would be to have a properly equipped Lifeguard on duty during the instructional lesson.

RECOMMENDATION 5: SPRAY GROUNDS

Recreational aquatic spray grounds (spray grounds), also known as interactive water play venues, splash pads, or wet decks, are aquatic venues that include sprayed, jetted, or other water sources contacting bathers and not incorporating standing or captured water as part of the bather activity area. In New York State, spray grounds that collect and recirculate the sprayed water (as opposed to discharging the sprayed water to waste) are regulated in a manner like public swimming pools.

Spray Grounds are used for recreation, for cooling during hot weather, and for instructional purposes as part of water acclimation. Spray Grounds supplement activities that can be completed in the pool. They are not a substitute for or a replacement for swimming pools because they have no standing water and therefore cannot be used for. Neither one allows for the individual to have skill-based learn to swim instruction.

Spray Grounds are used typically geared toward use by young children, which for use with children who are less than 10. Therefore, this limits recreational opportunities at these facilities for the teenagers and adults' populations.

In under-resourced and underserved areas, municipalities have been replacing dilapidated swimming pools with aquatic spray grounds.

Recommendation:

The Commissioners' recommendation is that spray grounds be used in conjunction with swimming pools, and not as a replacement for them; both are great ways to find relief from the heat. However, replacing pools with spray grounds will further limit opportunities to provide swimming instruction to children and other non-swimmers.

RECOMMENDATION 6: STATE AGENCY REGULATIONS

There are three agencies in New York State that authorize the operation of aquatic facilities: New York State Department of Health, New York State Department of Environmental Conservation, and New York State Parks, Recreation, and Historic Preservation. The primary agency that permits or authorizes aquatic facilities to operate is the Department of Health. The Department of Environmental Conservation and New York State Parks, Recreation, and Historic Preservation have their own operating procedures that in many cases mirror those of the Department of Health; they have their own authority to operate aquatic facilities for properties under their jurisdiction.

One state agency does not oversee another state agency. Therefore, there is not consistency in aquatic regulations throughout the state agencies. This inconsistency has created confusion and misunderstanding in the institutions regulated by multiple agencies.

STATE EDUCATION DEPARTMENT:

The regulations that govern pools in school buildings are those from the NY Department of Health. There are questions that need clarification for aquatic educators and school administrators who have pool classrooms in their school facilities:

1. The Department of Health requires a second person to be on the pool deck during instructional time in a pool classroom. This person can be a certified lifeguard or if the instructor is a certified lifeguard be someone who meets the Level III supervision requirements:

https://www.health.ny.gov/environmental/outdoors/swimming/docs/level3_certification.pdf. [51]

Some schools are using students, during the school day, who are lifeguards to serve in this capacity. The students are lifeguarding instead of being in study hall.

Some schools are using students who are lifeguards to guard during their assigned Physical Education/Aquatic class and awarding them academic credit for lifeguarding.

[51] https://www.health.ny.gov/environmental/outdoors/swimming/docs/level3_certification.pdf.

Please note that one must be at least 15 to take a lifeguarding class.

Are either of these practices appropriate practices to be continued?

2. In a few school districts, there are certified American Red Cross Water Safety Instructors and/or Lifeguard Instructors who are teaching aquatics; they were hired as either Teacher's Aide or Teacher's Assistant. The Physical Education teacher brings the class to the Aide/Assistant, who teaches aquatics, while the PE teacher acts as the lifeguard or Supervision Level III.

Teacher's Aides and Teacher's Assistants only are permitted to perform specific duties within the school. They shouldn't be teaching content that wasn't planned by the teacher. The physical education teacher is the evaluator (for the purpose of grades on report cards), and he/she can't evaluate if he/she is lifeguarding.

Should Aides and/or Assistants be functioning in the instructor/teacher role?

Should the Aides and/or Assistants be the lifeguard while the certified teacher is instructing aquatics?

3. Some districts have aquatics directors/supervisors/coordinators for their programs. The credentials of these people vary from teacher aide, teacher assistant, and certified physical education teacher.

What are the credentials of this supervisory role?

4. NY State Parks, Recreation, and Historic Preservations Loophole: State Parks require groups that come to parks to have a lifeguard with the group. This helps with maintaining the safety of the swimmers. Given that one state agency cannot oversee another state agency, school groups are not required to bring a lifeguard when they come to the state parks. This loophole needs to be closed.

5. School Board Policies: Some school districts have a policy that restricts the use of the district facility to for-profit companies; by creating this restrictive policy, they may not be able to have need aquatic training that is most likely only offered by a for-profit company.

Aquatic director who are civil service employees – some are teaching and providing grades for students.

OFFICE OF CHILD AND FAMILY SERVICES:

NYS Child Day Care Regulations: School-Age Child Care 414.5(g):

In School-Age Child Care 414.5(g), the wording regarding where the children can swim is confusing, as the sole focus seems to be that the children can only swim at facilities that are governed by the Department of Health. The last part of the sentence of School-Age Child Care 414.5(g)(3), states "or those operated by a government agency may be used," could confuse non-aquatic individuals. By simply stating, facilities operated by the Department of Environmental Conservation, operated by New York State Parks, Recreation, and Historic Preservation, or permitted by Department of Health are locations where aquatic activities can occur, would solve the confusion.

Non-Swimmer versus Swimmer:

Under the regulations for school aged Child Care, children need to be classified as non-swimmer and swimmer to participate in swimming activities. There is no requirement on who can level the children or what the credentials of that person are.

NYS Department of Health Part 7 Subpart 7-2: Children's Camps indicate regulations for swim assessment, criteria for who can conduct it, and criteria of an example swim assessment. There needs to be standardized criteria for the determination of swimming ability.

Certifications Consistency between Regulatory Agencies:

The Child Care regulations require Adult and Pediatric CPR. A best practice for facilities that have pools is that everyone who works in the facility have the same level of first aid and CPR as the lifeguards. That level of CPR is the professional level: CPR/AED for the Professional Rescuer or Basic Life Support; for lifeguards, this CPR is renewed annually per NYS Department of Health Subpart 6-1 regulations. The Professional Levels of CPR have the content of Adult and Pediatric CPR course and additional information, including using the Bag Valve Mask and performing two-person CPR.

In many facilities across the state, staff who work in the school-aged childcare and in the pool facility are required to have both Adult and Pediatric CPR to meet the Child Care requirements and CPR/AED for the Professional Rescuer or Basic Life Support to meet the Department of Health requirements.

The only ones benefiting from this inconsistency are the CPR certifying agencies that are paid fees for both certifications.

DEPARTMENT OF HEALTH:

The health departments across the state have not been consistently interpreting the regulations. This lack of consistency creates confusion amongst organizations that have facilities in multiple counties.

Water Chemistry: Total Dissolved Solids (TDS)

According to the Pool & Spa Operator Handbook, TDS is a "measurement of all products dissolved in the water including chemicals, user waste, cosmetics, pollution, and wind-borne debris"[52]. This test shows how clean the water is and indicates the life or age of the pool/spa water. The factors that contribute to water balance include pH, total alkalinity, calcium hardness, temperature, and total dissolved solids[53]. This recommendation is that TDSs should be tested monthly.

Lifeguard Management:

The NYS Department of Health requires that people who want to have valid American Red Cross Lifeguard Management certification complete the online portion with the online assessment, and then find an American Red Cross Lifeguard Instructor to complete an in-person assessment. The American Red Cross does not assist in finding a Lifeguard Instructor to complete the in-person assessment. This course does not have any skills that need to be assessed by an instructor. In other states, this online certification is valid without the in-person assessment.

Online learning management systems have had significant improvements in securing the reliability and validity of assessments since the inception of online learning. The State Education Department is recognizing coursework that is completed completely online

[52] Page 98
[53] Page 96

for licensing programs that are under their supervision. This Lifeguard Management In-Person Assessment requirement needs to be revisited and eliminated.

Templates versus Regulations:

The Templates required to be completed to obtain an operational permit do not always align with the regulations. For example, in the State Sanitary Code Subpart 7-2: Children's Camps: Recreational Safety 7-2.11.4(iii), it indicates that "all campers must have their swimming ability assessed by a progressive swim instructor." The Activity Specific Plan: Swimming- On-Site denotes in "Assessment of Camper's Swimming Ability" section: "No swimming ability assessment will be conducted. All campers are considered non-swimmers and restricted to water less than chest deep"[54].

Swim Assessments:

An American Red Cross Lifeguard Instructor should be able to meet the criteria to become a Progressive Swim Instructor (PSI) and be able to swim assess campers at day and resident camps. The purpose of the swim assessment is to determine if the camper is deep-end eligible.

Lifeguard Instructors are taught to evaluate if a student is eligible for a lifeguard course; the lifeguard course pre-course assessment is a swim assessment that the lifeguard instructor conducts to determine who is eligible for the lifeguarding class. Furthermore, they teach their students the American Red Cross skill-based version of the water competency sequence test.

The American Red Cross Water Competency Sequence is as follows:

1. Step or jump into water over your head.
2. Return to the surface and float or tread water for 1 minute.
3. Turn around in a full circle and find an exit.
4. Swim 25 yards to the exit.
5. Exit from the water without using the stairs or ladder[55].

[54] Page 3 of 24.
[55] American Red Cross Lifeguard Participant's Manual, 2024. Chapter 4. Pg 88-89.

This sequence can be used to swim assess campers to determine if their swimming ability is strong enough for the deep end. Lifeguard Instructors have the background and ability to determine if a camper is eligible for the deep end.

4:4 begins on page 86
Safety Orientation 86-88
Swim Tests 88-89

Pool Supervisor:

According to the Department of Health Sanitary Code Sub-part 6-1, a lifeguard supervisor at a pool should have the waterfront skills module. The waterfront skills module certification teaches students who have a pool lifeguard certification to be able to lifeguard at a waterfront (non-surf natural body of water); it offers no additional information in being able to supervise a pool setting.

NY STATE PARKS, RECREATION, & HISTORIC PRESERVATION:

New York State Parks, Recreation, and Historic Preservation requires all groups to have a lifeguard when they visit a park; there has been a loophole, where school groups (governed by the State Education Department) haven't been required to bring a lifeguard. This loophole needs to be closed.

It is important to note that not all Parks are staffed with certified lifeguards.

DEPARTMENT OF MOTOR VEHICLES:

Add additional information in the DMV Driving manual:

- How and when to and not to drive on flooded roads
- How thick the ice needs to be to drive on it
- How to get out of a vehicle submerged in water.

DEPARTMENT OF ENVIRONMENTAL CONSERVATION:

It is important to note that not all DEC locations are staffed with certified lifeguards.

OFFICE FOR PERSONS WITH DEVELOPMENTAL DISABILITIES:

The Office for Persons With Developmental Disabilities (OPWDD) does not have regulations for aquatic activities, including swimming, boating, or participating in water park activities. Therefore, the agencies that are governed by OPWDD have created a quilted patchwork of policies, that in some instances could put the individuals at risk.

There is no standardized safety net for individuals with developmental disabilities; the data supports that there needs to be, as these individuals are at a high risk for drowning.

Some areas that need consistency include:

- Criteria for determining what aquatic activities individuals can participate in
- Ratio of staff to individual when participating in an aquatic activity
- What training does the staff need to supervise individuals in, on, and near water
- Do the individuals need to be swim assessed
- What are the criteria of the person who is swim assessing the individual
- What are the skills that will be assessed in the swim assess
- How long are swim assessments valid for

A sample swim assessment that is being used at an OPWDD agency is in Appendix E.

EMERGENCY MEDICAL SERVICES:

Ambulance services are governed by regulations under the State Emergency Medical Services. Lifeguards, for the most part, are governed by regulations from the Department of Health. The regulations do not always align when responding to an aquatic emergency at a facility and transferring care from Lifeguard Staff to EMS. For example, lifeguards are not trained to use cervical collars for a spinal victim; EMT's are taught to use them.

Techniques for maintaining spinal in-line stabilization in the water are in the back of the EMT manual; however, these techniques are not taught or reviewed with EMT students. This knowledge is important if there is a spinal issue in a backyard pool where there is no lifeguard or other aquatic settings.

The backboard that is becoming more popular in aquatic facilities has multiple variations; it's the CJ Spine Board, the Rise Aquatics Plastic Rescue Board, or the American Red Cross Aquatic Spine Board. These boards float and maintain stabilization well; their size can be a challenge: 79" x 20" x 3". So, to fit this backboard into an

ambulance, the stretcher needs to enter the ambulance feet first and one guardrail must be down. This backboard will not fit in a medical helicopter[56].

MEDICAL SCHOOLS PROVIDE DROWNING EDUCATION – PULMONARY EDEMA

[56] Jack Hasse, EMT, Kuyahoora Valley Ambulance Service

RECOMMENDATION 7: FUNDING

RECOMMENDATION 8: CAPITAL INVESTMENTS – FACILITIES

If you were investing in a facility – what would you make sure you did in that aquatic facility.

Cite examples of where these ideas already exist

II. Infrastructure Investment: RECOMMENDATION 8– CAPTIAL INVESTMENTS

1. Community-Centric Investment: Prioritize investment in pool infrastructure and facilities, with a particular emphasis on communities that are under resourced. This ensures equitable access to safe aquatic spaces for all.
2. State Funding for Aquatic Facilities: Advocate for state investment in aquatic facilities to enhance their quality, safety features, and overall accessibility. NY SWIMS is what the state needs to promote equitable opportunities throughout the state.
3. Facility Accessibility Incentives: Implement incentives for schools and colleges to open their facilities to the public, fostering community engagement in water safety activities.

Building pools

Building a new aquatic facility can be a challenge. Typically people are used to adapting their programming to what the facility will accommodate. If you have the opportunity to build a new pool, the most important questions that needs to be answered is who will be served by the facility, and what programming is desired? Here are some thoughts.

Optimal: A larger competitive pool, and a smaller teaching pool in the same building. This would meet the needs of a variety of activities.

Teaching pool for ages 6 and younger: 25 feet long, 24 feet wide, 3-4 feet deep. A ledge built into the pool in the shallow end to stand on for shorter participants. Water

temperature, a minimum of 83 degrees, and can be as warm as 90-93 degrees for participants age 4 and younger.

Age 7-12: Learners and lap swimming: 60 feet long, 24 feet wide, 4 ft deep. Water temperature, 83 degrees minimum.

12 to adult: 75 ft x 30 ft, 3 ½ feet deep in shallow end, 9 feet deep in the deep end. 75 feet long, 45 feet wide. This size would accommodate competitive swimming. NCAA swimming rules state the temperature should be 79-81 degrees. U.S. Master's swimming recommends 77-82 degrees. The more intense the activity, the cooler it can be. Needed for springboard diving: 13 feet deep Red Cross says 14 feet for spring board, what does DOH say for springboard diving boards?

Where should it be located? (what grades for school districts: Lessons can be taught without a parent/caregiver in the water at about age 4. Age 7 is recognized by many as a prime age for rapid skill acquisition. Having a pool that can be accessed by elementary school students is optimal.

RECOMMENDATION 9: LEGISLATION JUSTIFICATION

- LEGISLATION JUSTIFICATION 1: Water Safety Education for all Students
- LEGISLATION JUSTIFICATION 2: Office of Water Safety Education
- LEGISLATION JUSTIFICATION 3: Awareness Campaign Funding
- LEGISLATION JUSTIFICATION 4: Funding For Programming and Materials

LEGISLATION JUSTIFICATION 1: WATER SAFETY EDUCATION FOR ALL STUDENTS

New Yorkers have access to water and aquatic activities throughout the state. The perimeter of New York is surrounded by 2,625 miles of coastal waterways; New York has coastal territory in the Atlantic Ocean and two Great Lakes: Lake Erie and Lake Ontario. New York State has more than 7,600 freshwater lakes, ponds, and reservoirs. We have over 70,000 miles of rivers and streams; we can boast that we have 51 Department of Environmental Conservation Parks and 181 State Parks, including Niagara Falls. There are multiple water parks, and New Yorkers have installed more backyard pools during the Covid pandemic than at any time previously. Let us not forget the daily access to water inside our homes: in our sinks, washing machines, pet bowls, toilets, and bathtubs.

We cannot escape water in this state. We need it to sustain life;

The 2.7 million children in the New York State need to be educated on how to be water proficient – which includes both water competency and Situational Knowledge of Water. Skill-based swim lessons are not the only form of water safety education. Water is not required to teach water safety. Water Safety Education can be taught in a waterless aquatic setting (land based).

In a perfect world, it would be great to have every child in NYS, all 2.7 million of them, learn how to swim (skill-based water safety education) and understand the Situational Knowledge of Water.

All these students have the right to learn about the power of water, about how to establish a safe relationship with it, and about how to keep themselves safe when they are at, in, and around it.

Barriers do exist for people learning to swim; these include the lack of sufficient pools (aquatic facilities), the cost of swimming lessons, the accessibility of swimming lessons, understanding the importance of this lifesaving safety skill, and overcoming family or cultural fears.

The NYS Association for Physical Education, Recreation, and Dance (NYS AHPERD), which is the professional teacher organization for physical education teachers is in support of this bill.

Out of the 665 school districts in NYS, approximately 300 of them have pool classrooms[57].

Mandate
Unfunded Mandate

[57] Hollowood, Karen. NY SED

Justification:

- Don't like mandate
- Don't like unfunded mandate
- Recognizing that there will always be people who never can learn to swim than have learned to swim

LEGISLATION JUSTIFICATION 2: OFFICE OF WATER SAFETY EDUCATION

LEGISLATION JUSTIFICATION 3: AWARENESS CAMPAIGN FUNDING

LEGISLATION JUSTIFICATION 4: FUNDING FOR AQUATICS PROGRAMMING AND MATERIALS

RECOMMENDATION 10: FUTURE COMMISSIONS: TOPICS NOT WITHIN THIS COMMISSION'S SCOPE

EMERGENCY WARNIING SYSTEM FOR DAMS AND LEVEES:

In Lyon County, Iowa, there was a levee failure on June 21, 2024. The failure occurred at night; they were able to use their existing Tornado Warning System to notify the residents of the emergency. No lives were lost.

To this Commission's knowledge, in New York, there is no such warning system for the dams and levees throughout the state that warn people further downstream than where the immediate breach is occurring.

ENVIRONMENTAL FLOOD WARNING SYSTEM:

The flood warning system that NC uses. Dr Pressley email 10/5/2023

Given the recent flooding in NY and the potential with climate warming to have this intensify in the future, is the commission considering recommendations such as environmental flood warning systems such as has been installed in some other states or is this too far afield from the commission's mission?

Below is an excerpt from an article on one of the leading systems in my hometown state. Is this too far-fetched or is it something that the commission might like to have a talk on? Maybe include a recommendation that NYS DOT consider educational and/or technological approaches to prevent drowning dangers associated with roadway flooding/climate change? See article below.

NCDOT is upping hurricane preparedness with new system to track flooded roads

The North Carolina Department of Transportation launched its statewide advance flood-warning system in May 2022 to help staff better prepare for, respond to and recover more quickly from storms dropping water on roadways.

The system is up for one of two top prizes from the American Association of State Highway Transportation Officials' 2023 America's Transportation Awards. NCDOT is in the top 12 and could earn the grand prize or people's choice award. Both come with a $10,000 reward to be donated to a charity of the winner's choosing. NCDOT has not yet decided which organization to support if it wins but spokesperson Andrew Barksdale said the agency will pick one that impacts the entire state.

The three-part flood warning system comprises flood inundation mapping, Bridge Watch and Transportation Surge Analysis Predictive Program. They are used collaboratively by staff internally to monitor more than 500 river and stream gauges, more than 15,000 bridges and culverts, and more than 2,000 miles of state-owned roads.

Barksdale said the program is probably the largest of its kind in the country. In the tri-county region, there are 300 bridges and culverts and 221 road miles — including major highways…

The program was launched with $2 million from the North Carolina General Assembly following Hurricane Florence. Research has been ongoing since 2019. When the governor asked NCDOT during the 2018 hurricane which roads and bridges would be flooded, staff didn't know. They had to wait and find out in real time before addressing compromised areas. Now staff receives data and information on rising waters or damaged bridges prior to them being a problem.

Crews can arrive on site to close the roadway before it turns into a public safety hazard. Alerts are sent out to staff 24/7. While the data is not publicly accessible, NCDOT uses it to update DriveNC.gov, which informs travelers of problem areas. "The system has to ability to save lives," Barksdale said. "We can prepare better and respond faster."

*Some of my colleagues at a Transportation Research Board Committee on Disasters and Transportation are planning a webinar on a related topic. We might get this woman (Diana Herriman of FEMA (**https://sites.google.com/site/trbamr20/leadership-team/diana-herriman**) or a colleague of hers to give a 20-30 minute focused talk on prevention of storm/climate related drownings. She does a lot besides the drowning prevention side of things, but she is knowledgeable. If we wanted a second speaker, the team from NC has a lot of experience in storm-related drowning prevention and setting up alert and*

warning systems in areas prone to drowning to prevent climate-related transportation drownings.

This committee is currently planning this Fall webinar. We might get one of their speakers to give us an abridged version focused on drowning prevention strategies. ***Utilizing Emerging Data, Visualization, and Analytics to Understand Evacuation Behavior and Regional Resilience:*** this webinar features three interdisciplinary presentations on how emerging technologies (GPS, VR, digital twins) are utilized as a unique automated way to understand both the transient evacuation behaviors during the natural hazards, as well as the long-term resilience needs.

RECOMMENDATION 11: FURTHER RESEARCH

EFFECTIVENESS OF SWIM LESSONS FOR CHILDREN UNDER THE AGE OF ONE

The Commissioners followed the recommendation of the American Academy of Pediatrics that swim lessons can begin at the age of one. However, there are several swim schools in New York State that teach swim lessons to children under the age of one. The studies that have been published regarding infant swim education younger than one did not have a large enough sample size to prove the hypothesis definitively.

RECOMMENDATION 12: BUILDING SCHOOL POOL CLASSROOMS

When a school district decides to build a swimming pool, there are several factors that should be considered.

BUILDING SCHOOL FACILITIES:

When a school district decides to build a swimming pool, there are several factors that should be considered. These are some best practices and considerations for building a school pool or pool classroom facility. New York State Department of Health Sub-Part 6-1 Pools is primary reference[58].

PROGRAMMING:

What programming will be done in the facility? What are the activities that you want to use the facility for? The activities determine the structure of the facility and the layout of the additional facilities: the locker rooms, the staff office, the first aid room, the storage room.

The Four Pillars of Aquatic Programming are:

- Swim Team (Competitive Community)
- Therapy (Rehabilitation)
- Learn-to-Swim, and
- Fitness[59] .

Many facilities are built to accommodate a swim team – the competitive aspect; however, what may work for a competitive team, may not work for a Learn-to-Swim program. Shallow Ends that are 4 feet in depth at the start are not necessarily conducive to Learn-to-Swim programs; four feet is considered children's deep end of the pool because they can't touch. A three feet deep shallow end seems to be the standard for pool classrooms across New York State.

WHAT CAMPUS TO BUILD THE POOL CLASSROOM:

[58] https://regs.health.ny.gov/content/subpart-6-1-swimming-pools
[59] Source: Total Aquatic Programming; 4 Pillars of The Sustainable Aquatic Facility, Chapter 3: Sustaining Business: The Four Aquatic Pillars. www.totalaquatic.llc

The common practice for where the pool should be built in a multi-campus school district is to build it on the high school campus; that way the swim team can use it and has access to it.

Another thought is to build it on the lower elementary building campus, so that the youngest students have access to it. Research shows that the greatest amount of aquatic learning in the least amount of time occurs between the ages of 6-7; the earlier the students start learning aquatic education, including skill-based learn to swim, the safer they will be. The more advanced in the educational career students are the greater the learning gap is between those who know how to swim and those who do not.

Furthermore, NY SED testing does not begin until third grade; so, by teaching aquatics prior to third grade, there is more flexibility in the schedule.

If the district is going from a multi-building model to a one-campus model and the building on the one campus will have or already has a pool classroom, make sure that all have access to the pool classroom.

An example of this multi-building to one campus model can be found at the West Canada Valley Central School District (Herkimer County); the secondary building has a pool classroom. When the two elementary buildings merged into one on the campus of the secondary building, the elementary locker rooms were designed so that they elementary students could gain access to the pool deck. One side of the pool deck is high school access, and one side is elementary access.

ROPE:

There is required to be a buoy line at the 5 feet water depth to distinguish between the shallow end and the deep end. The deep end for young swimmers is 4 feet because that height is over their heads; a best practice would be to add a second buoy line at the 4 feet water depth. This line can be used during instruction to inform the young swimmer that the water beyond that point is their deep end.

ZERO DEPTH OR STAIRS OR LADDERS:

ADDITIONAL ITEMS TO CONSIDER WHEN BUILDING A SCHOOL POOL CLASSROOM:

- Depth of shallow end
- Zero depth entry - like Catskill Recreation
- Smaller teaching pool

DEPTH OF SHALLOW END:

- Depth of shallow end
- Zero depth entry - like Catskill Recreation
  - 3 feet shallow end or less for zero depth entry

3 feet water depth – not 3 feet from the edge of the deck to the bottom of the shallow end

EXTRA STORAGE:

Be sure to plan for extra storage for instructional tools, lifeguarding equipment, and standard lane line storage reels.

POOL DECK SIZE:

There are minimum requirements for pool deck size. According to NYS DOH Sub-Part 6-1.29 Swimming Pool Design Standards 5.9 Decks: "A continuous clear deck shall surround the entire pool perimeter. It shall be not less than five feet wide. The deck shall be of a uniform, easily cleaned, impervious material and be protected from surface runoff. Where diving boards or slides are installed, a clear deck of not less than five feet shall be provided behind the diving boards or slides"[60].

The pool deck needs to have adequate room for instruction to occur near the water; this instruction could include the CPR training scenarios that happen during a lifeguarding course.

WINDOWS:

Clear windows create glare on the pool water, which then impairs the lifeguard's ability to save lives. It is compounded when snow is outside that window, which then increases the amount of light being reflected.

[60] https://regs.health.ny.gov/content/subpart-6-1-swimming-pools

Windows from the pool deck to the hallway can further perpetuate body image issues to those swimmers that have them. These windows also create a distraction for the lifeguard on duty.

STAFFING:

Staffing is determined by pool size and activities that are happening in the pool classroom.

If the square foot surface area of the pool is 3,400 or more, then additional supervisory staff is required. For more information, refer to NYS DOH Sub-part 6.1: pools[61].

"When instructional activities occur including learn to swim programs, physical education classes and swim team activities," additional supervision is required[62].

During the school day, the master schedule needs to reflect the additional supervisory staff that is needed for the pool classroom; that additional supervisory staff may be a lifeguard with certification for the depth of the school pool classroom (Supervision Level II requirements) or someone who meets the Supervision Level III requirements; this regulation is often referred to as the Second Set of Eyes requirement.

MATERIALS:

If the pool classroom is going to be a competition pool, make sure that the materials being used to build the pool classroom does not impact the competition distance. The thicker pool tiles can impact the competition distance.

COMPETITION POOLS:

Competition pools have specific dimensions for pools and diving areas[63] (diving wells). Furthermore, competition pools require that referees be able to walk on both sides of the pool as the swimmers are competing.

[61] NYS DOH Sub-Part 6-1.23 Supervision (a) Personnel (4)(i)
[62] NYS DOH Sub-Part 6-1.23 Supervision (a) Personnel (6)
[63] https://counsilmanhunsaker.com/how-deep-does-my-pool-need-to-be-for-diving/

ADD-ONS:

Pool classrooms can be made with adjustable bottoms in the shallow end. This allows for flexibility of the depth of water depending upon the activity. Ithaca College has an adjustable bottom pool.

SPECTATORS:

Spectators need to be safe as they enter the Pool Classroom, Natatorium, for a competition or exhibition. Things to consider include:

- What is the traffic flow of those entering the facility
- What type of seating are you going to have for the spectators to use
- Is there a barrier between the water and the spectators, especially for the youngest spectators
- Does that barrier hinder accessibility to the pool during an aquatic emergency

COMMUNITY ACCESS & PARTNERSHIPS:

Penfield Senior High School, which is part of Penfield Central School District (Monroe County), has a separate community entry point. This entry point has separate locker rooms for community activities and aquatic programming that the municipality conducts. This separate section of the building has men's, women's, and family locker rooms. It also has an office for community programs. The Town of Penfield assisted in paying for that section of the building; they rent the land from the district[64].

Webster Aquatic Center is located on the Schroeder High School Campus of Webster Central School District. This aquatic center was built in partnership between the Webster Central School District and the Town of Webster. It is now run solely by the school district. It includes a classroom on the deck, a classroom upstairs, a 50-meter pool with two bulk heads[65].

DIVING BOARD & PLATFORM INSTALLATION:

When installing a new diving board or platform, verify the height of the new diving board or platform; verify if the height should be from the water level or the deck level.

ADDITIONAL NEAR-BY CLASSROOMS:

[64] Joel Freeman
[65] Brian Wilcox

There needs to be a multi-purpose classroom attached to the pool. It could be a wet classroom like Ithaca College has. This classroom would allow for CPR to be taught close to the pool, for watching videos for stroke development, or for lecture classes.

LOCKER ROOM SET UP:

Typically, when people enter the pool deck from the locker room, there is a locker room entrance from each locker room. When designing locker rooms, one needs to consider the number of points of entry into the pool classrooms.

In Fulton County, the Greater Johnstown Community YMCA's locker rooms enter a hallway, and that one hallway is the point of entry for the pool deck. The YMCA has three locker rooms: men's, women's, and family locker rooms. Similarly, in Onondaga County, LeMoyne College uses the hallway model for its men's student, women's student, men's faculty, and women's faculty locker rooms.

If there's direct access to and from the locker room and the pool deck, make sure that the wet section of the locker room is close to the entry/exit of the pool. This design will allow the locker room to stay dryer.

ADDITIONAL EQUIPMENT FROM BUILDERS:

Construction may include added equipment in the contract; this added equipment could include a backboard/spine board and an AED. There are differences in backboards/spine boards that NYS Offices of Emergency Medical Services and the NYS Department of Health recognize.

Secondly, the AEDs should be consistent throughout the district. It is also not advisable to use automatic AEDs around water. With a semi-automatic AED, the lifeguards have control over when to administer the shock and verify that all are safe.

STAFF OFFICE:

The staff office should contain office space, bathroom, shower, and lockers for staff to put their personal belongings and smart technology (cell phones and smart watches). It should also have a phone, to be able to call for emergency assistance. If there is not direct access to the staff office from the pool deck, then a phone should be accessible on pool deck.

FIRST AID ROOM:

Remember that the pool classroom may be operational when the School Nurse is not in the building. Therefore, there needs to be a location, a room, where first aid can be provided, where the injured individual's medical rights can be maintained.

Items that should be

COMPETITION TIMING SYSTEM:

There should be adequate space for the timing system to be located on the pool deck during competitions. The timing system takes the pool deck space of a standard folding table.

POOL EDGE & GUTTER SYSTEM: PERIMETER OVERFLOW SYSTEMS:

The common styles of gutters are deck level, fully recessed, roll-out, and parapet[66]. The lower the gutter and deck are to the water level, the easier it is for the lifeguards to remove drowning person from the pool.

ELEVATED LIFEGUARD CHAIR:

Elevated lifeguard chairs are required in most pools with a deep end. Check the size of the lifeguard chair to make sure that there is enough deck space around the chair. Also, determine how the chair is going to be secured to the pool deck. The regulations can be found in NYS DOH Sub-Part 6.1.23(b)(2).

BACKSTROKE FLAGS:

Please be sure to have removable poles to connect the backstroke flags across the pool at the shallow end and the deep end. The flags should only go across the pool, and not from wall to wall in the pool classroom. That creates a safety hazard.

DRAINS:

Verify that the drains in the aquatic facility have a down-ward gradient, and not an upward one. This prevents pooling or puddling on the pool deck or locker rooms.

[66] https://counsilmanhunsaker.com/swimming-pool-gutters/

RECOMMENDATION 13: PUDDLE JUMPERS

Puddle Jumpers are a US Coast Guard approved Personal Floatation Device. In the previous US Coast Guard approved labeling system, puddle jumpers were classified as a Type III: Personal Use.

Puddle Jumpers are made from Personal Floatation Device material that

- Hold child in vertical drowning position
- Don't float with arms
- Doesn't have floatation around torso
- Restricts arm movement
- Which restricts swimming ability – beginning swimming ability
- Puddle Jumpers should not be used on boats.

These are not a replacement for swimming lessons.

Define puddle jumper & arm floaties & water wings in glossary

Do we want to make comments about – water wings, neck floaties, mermaid tails?

Swimming Glossary – add to the Glossary of words

- **Arm Floaties (Water Wings)**: Inflatable armbands worn around the upper arms to help beginners stay afloat. Though they provide some buoyancy, arm floaties are not recommended for swimming safety, especially for children, as they can slip off or restrict natural swimming movement, creating dangerous situations. They can also deflate which increases the risk of drowning. Proper supervision and more reliable flotation devices, such as life jackets, are safer alternatives.

- **Mermaid Tails**: A swim accessory that binds both legs together in a single flipper-like tail, allowing the swimmer to mimic the movements of a mermaid. While they can be fun, mermaid tails are considered dangerous, especially for young or inexperienced swimmers, as they can restrict leg movement and increase the risk of drowning.
-

- **Puddle Jumper**: A type of flotation device designed for young children. It consists of two arm floaties attached to a flotation panel across the chest. While puddle jumpers provide some buoyancy, they can give children a false sense of security and may interfere with proper swimming development. Adult supervision is crucial, as puddle jumpers are not life-saving devices.

What is the source of the information?

Puddle jumpers and arm floaties (or water wings) are notorious for helping children develop ineffective swimming posture. These devices hold children in a vertical position — head up, feet down, arms out — causing them to use more of a bicycling motion in the water. What many don't understand is that the vertical position is the drowning position.

The ability to maintain one's own buoyancy and float on the back is the number one rule when an issue arises in the water. It's imperative that a child knows how to successfully get to and hold this position should they fall into the water unexpectedly.

Respecting the water and fearing the water are two very different things. Teaching our children from a young age, even infants, the proper skills necessary, as well as helping them understand their limitations, not only creates strong swimmers, but respectful ones as well. Enrolling your child in swimming lessons provides them with confidence, a life-saving skill set, and a lifelong love of water.

Relying on the use of puddle jumpers and arm floaties are not a replacement for swimming lessons. Using them as such only hinders a child's growth and development in and around the water.

Child drownings don't discriminate. They can affect any one of us at any time. Providing our children with the proper skill set by trained professionals beginning at a young age will give them the tools necessary to survive and thrive in the water.

Therefore, it is highly recommended to:

1. **Discourage the use of puddle jumpers and arm floaties**: These devices should not be relied upon as they promote ineffective swimming postures and a false sense of security.
2. **Promote early swimming lessons**: Enroll children in professional swimming lessons from a young age to equip them with essential water safety skills.
3. **Emphasize the importance of floating skills**: Ensure children learn how to float on their backs and maintain buoyancy as a critical safety measure.
4. **Educate on water respect and safety**: Teach children the difference between respecting and fearing water, fostering a healthy relationship with water activities.

RECOMMENDATION 14: JETTIES, GROINS, SEA WALLS

A groin is built perpendicular to the coast and works like the way a jetty works.
But groins are usually smaller than jetties and built on straight stretches of beach, not near inlets or channels.

https://www.nccoast.org/coastal-management/terminal-groins/#:~:text=A%20groin%20is%20built%20perpendicular,not%20near%20inlets%20or%20channels.

https://www.nps.gov/articles/groins-and-jetties.htm

What Are Hard Structures?

- A **jetty** is built perpendicular to the shore, usually at inlets, and extends out into the water. It blocks the current moving down the beach, called the longshore drift, holds sand in place, and prevents the end of the island from washing away and the channel through the inlet from filling with sand. Typically, jetties are concrete or rock structures built at inlets and channels in order to maintain channels for shipping and navigation.
- A **groin** is built perpendicular to the coast and works similar to the way a jetty works. But groins are usually smaller than jetties and built on straight stretches of beach, not near inlets or channels. They are often built in a series of parallel structures on one section of the beach and can be made of wood, concrete, steel, or stone. **Terminal groins** are the "terminus" of an island.
- A **sea wall**, as the name suggests, is a wall built along the coast between the land and the ocean. Sea walls are typically made of concrete or stone and can be very large.

https://www.nccoast.org/coastal-management/terminal-groins/#:~:text=A%20groin%20is%20built%20perpendicular,not%20near%20inlets%20or%20channels.

RECOMMENDATION:

- When they are used in the water, that there are signs posted about the increased dangers of swimming in those areas due to the high probably of rip currents around those jetties

- There needs to be a public awareness campaign about the increased risk of swimming in those areas, and to find alternative locations to swim
- Increased education about what a rip current is, how to recognize a rip current, how to
- survive a rip current

RECOMMENDATION 15: PRE & POST SEASON BEACH SAFETY

Set up the beach for pre and post season with safety equipment

DOH Level 4 beaches – check out those regulations

RECOMMENDATION 16: PARENTS/GUARDIANS/CAREGIVER EDUCATION

Parent education is key for them to understand what the variety of aquatic education are in a simplified, easily understandable manner.

Parent education is key for them to understand what the variety of aquatic education are in a simplified, easily understandable manner. Parents become partners and are vital to swimming lessons. They are the teachers and the better and more relaxed they become with their child the better swimmer their children will become.

Parent education is crucial for understanding the various aspects of aquatic education in a simple and easily understandable manner. Parents become essential partners in swimming lessons. Their involvement is vital; the more relaxed and confident they are with their child, the better swimmer their child will become.

Parental education is crucial for understanding the various aspects of aquatic safety and swimming skills in a simple and easily understandable manner. Parents play a fundamental role in their children's swimming lessons, serving as essential partners in the learning process. Their involvement is vital for several reasons:

Confidence Building: Parents who are knowledgeable and comfortable with water safety can help their children feel more relaxed and confident in the water. This sense of security can significantly enhance the child's learning experience and progress in swimming.

Reinforcement of Skills: Outside of formal lessons, parents can reinforce the skills and safety measures taught by instructors. Regular practice and repetition are key to mastering swimming techniques, and parents can provide opportunities for their children to practice these skills.

Safety Awareness: Educated parents are better equipped to recognize potential hazards and enforce safety rules, both in and around water. This includes understanding the importance of constant supervision, the use of appropriate safety gear, and the recognition of water conditions that may pose risks.

Encouragement and Support: Parents who are actively involved in their child's swimming education can offer continuous encouragement and support, helping to motivate their child and build a positive attitude towards swimming and water safety.

Emergency Preparedness: Parents who are educated in water safety are more likely to be prepared for emergencies. They can learn essential skills such as CPR and rescue techniques, which are critical in preventing drowning incidents and ensuring quick, effective responses in case of an emergency.

Role Modeling: Children often emulate their parents' behaviors and attitudes. Parents who demonstrate a positive and responsible approach to water safety set a strong example for their children to follow, fostering lifelong safe practices around water.

By becoming informed and involved, parents can create a safer and more supportive environment for their children to learn and enjoy swimming.

Recommendation:

Recommendation 1: Free Online Training
The Commissioners recommend that parents, guardians, caregivers take free online course: the ***American Red Cross Water Safety for Caregivers***, which can be found on www.redcross.org.

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SUMMARY SHEET:

- All Goal Recommendations
- Summary List of Recommendations

APPENDICES:

APPENDIX A: Water Competence

APPENDIX B: Aquatic Education Research and Best Practices

APPENDIX C: Swimming/Aquatic Content

APPENDIX D: Personal Floatation Devices - Lifejacket Fact Sheet (New system, Classic Type V: Puddle jumpers, Type III Classic is equivalent to 70 in new system; use safety strap per manufacturer's directions because its purpose is to balance the child's body mass proportions)

APPENDIX E: Water Safety Information

APPENDIX F: Job Descriptions for Office of Water Safety Education Committee (Committee Member & Chairman)

APPENDIX G: OPWDD Sample Swim Assessment

APPENDIX H: National Water Safety Action Plan

APPENDIX I: World Health Organization

APPENDIX A: WATER COMPETENCE

Water Competence - variable: developmental, situational/contextual (environmental & task)		
Water Smart	**Rescue Skills**	**Water Skills**
10: Open (natural) water competence	8: PFD Competence	1: Safe Entry Competence
11: Knowledge of local hazards competence	9: Clothed water competence	7: Safe Exit Competence
12: Coping with risk competence	14: Rescue Competence	2: Breath Control Competence
13: Assess personal competence		3: Stationary surface competence
15: Water Safety Competence		4: Water Orientation Competence
NY: Flood Safety		5: Propulsion Competence
NY: Ice Safety		6: Underwater Competence
NY: Boat Safety		

Water Skills:

1. Safe Entry Competence
2. Breath Control Competence
3. Stationary Surface Competence
4. Water Orientation Competence
5. Propulsion Competence
6. Underwater Competence
7. Safe Exit Competence

Rescue Skills:

8. PFD Competence

9. Clothed water competence
10. Rescue Competence

Water Smarts:

11. Open (natural) water competence
12. Knowledge of local hazards competence
13. Coping with risk competence
14. Assess personal competence
15. Water safety competence

APPENDIX B: AQUATIC EDUCATION RESEARCH

Aquatic Education Research and Best Practices

APPENDIX C: AQUATIC KNOWLEDGE

AQUATIC KNOWLEDGE FOR INFANTS/TODDLERS:

Basic Water Familiarization

Getting Comfortable in the Water

- Splashing and playing in the water
- Sitting on the edge and kicking legs in the water

Water Adjustment

- Getting face and head wet/conditioning
- Adjusting to having ears underwater
- Blowing bubbles in the water

Safety Skills

Entering and Exiting the Water Safely

- Learning to hold onto the edge
- Pulling up/safety climb
- Following the wall to the nearest steps or ladders
- Using steps or ladders to get in and out of the pool

Floating Skills

- Assisted back floating, learning to relax, feeling natural buoyancy, keeping body up
- Assisted front floating, learning to maintain front floating position

Basic Movement Skills

Kicking

- Assisted front and back kicks while focusing on proper propulsion
- Kicking while holding onto a guardian or a floatation device while holding proper body positioning (maintaining front floating position or back floating position)

Arm Movements

- Assisted reaching and pulling motions
- Arm movements while supported focusing on efficiency and propelling arms through the water

Simulated Swimming

- Assisted front and back glides
- Encouraging arm propulsion/reaching and kicking motions together

Breath Control and Submersion

Breath Control

- Learning to hold breath in response to verbal triggers/commends
- Blowing bubbles with face in the water
- Holding breath for a few seconds
- Prolonged breath control

Submersion

- Gentle, brief submersion while being held
- Progressing to short, independent submersions
- Longer submersion with gripping to the wall/edge or to the guardian

Water Safety Skills

Turning Around

- Turning from a front float to a back float and vice versa
- Turning around to the wall after a jump or fall into the water

Jumping In

- Assisted jumping in from the side of the pool
- Learning to turn and grab the edge after jumping in

Reaching for the Edge

- Practicing reaching for the edge/wall of the pool from a short distance
- Climbing out of the pool with assistance
- Reaching for the edge/wall of the pool from a further distance and climbing out independently

Confidence Building

Fun Games and Songs

- Engaging in water play with pool toys and rhythmic wording
- Using familiar games to make water time enjoyable

Parent-Child Interaction

- Encouraging bonding through guided activities
- Ensuring the child feels safe and supported

Advanced Toddler Skills (Older Toddlers)

Independent Floating

- Practicing back floating without assistance
- Holding a front floating position independently

Basic Swimming Movements

- Short independent swims with minimal assistance
- Combining arm and leg movements for a few strokes/propulsion/kicking
- Body balance and turning

Advanced Breath Control

- Longer periods of breath-holding/extending breath control
- More controlled submersion and resurfacing
- Submerge and free float underwater
- Propulsion underwater during the submersion

Safety and Awareness

Recognizing Pool Boundaries

- Understanding where the shallow and deep areas are
- Learning basic pool rules and safety guidelines

Emergency Skills

- Practicing what to do in case of accidental submersion
- Learning to call for help and signaling to an adult
- Finding the wall/ledge and grabbing on pulling up independently

These skills are typically taught through structured swimming lessons, focusing on gradual progression and ensuring the child is comfortable and confident at each stage[67].

MASTER LIST OF AQUATIC SKILLS:

Floats:

Front (Prone) float

Back (Supine) float

Jellyfish float

Tuck float

Survival float

Rolling over front float to back float

Rolling over back float to front float

Sculling

Finning

Glides:

[67] Heidi Reiss

Front (Prone) glide

Back (Supine) glide

Treading Water:

Treading water using the whip kick, eggbeater kick

Strokes:

Front crawl

Breaststroke

Butterfly

Sidestroke

Backstroke

Elementary backstroke

Trudgen

Trudgen crawl

Double trudgen

Overarm side stroke

Inverted breaststroke

Doggie paddle

Survival swimming

Turns:

Front Crawl Open Turn

Backstroke Open Turn (Spin Turn)

Backstroke Open Turn (modified by Red Cross: roll over like backstroke flip turn and do a front crawl open turn coming off the wall on back)

Breaststroke Turn

Sidestroke turn

Front Crawl flip turn

Backstroke flip turn

Entrances:

Using a ladder

Using stairs

Jumping into water at varying heights, including water over head

Exits:

Using a ladder

Using stairs

Using the side of the pool

Basic Skills:

Blowing bubbles

Bobbing: in shallow end, from deep end to shallow end

Entrances: Diving from side of pool

Sitting dive

Kneeling dive

Compact dive

Stride dive

Standing dive

Shallow angle dive

Entrances: Competitive Starts

Backstroke start

Track start

Grab start

Entrances: approaches from Diving Board

Safety Skills:

Reaching assist with equipment

Reaching assist without equipment

Throwing assist

Safety Topics:

Staying safe around water

Don't just pack it; wear your jacket

Recognizing an emergency

How to call for help

Too much sun is no fun

Loop before you leap

Think so you don't sink

Reach or throw; don't go

The danger of drains

Diving safety - rule of 9 feet

Swimming with clothing on

Situational water safety: guidelines for swimming at beach, water park, ocean

Caregiver Skills:

Hug Hold Position

Content Knowledge:

Flood safety

Ice Safety

Boat safety

Lifejacket Knowledge: what size do I need, understanding labeling system, which is equivalent to classic labeling system Type III = 70

Water Safety Topics by NY State Regions

Downstate:

Oceans

Hurricanes

Flooding: basements, subways

Tidal estuary

Ferry Safety

Monitored safe water access during excessive heat

Drop off

Rip currents

Upstate:

Moving water

Under currents

Seasonal flooding

Ice jams

Lake Ontario, Lake Erie, St. Lawrence River: mitigation in place so don't flood Canada

Natural water formation – understanding footing (so the mud doesn't act as suction cups) (don't want to recreate Red River, LA)

Safety on lakes: small craft, jet ski

Zebra Mussels – invasive species

If it inflates, it can deflate.

APPENDIX D: PERSONAL FLOATATION DEVICES

C: Lifejacket Fact Sheet (New system, Classic Type III: Puddle jumpers, Type III Classic is equivalent to 70 in new system; use safety strap per manufacturer's directions because its purpose is to balance the child's body mass proportions)

Lifejackets - New

https://uscgboating.org/recreational-boaters/life-jacket-wear-wearing-your-life-jacket.php

https://www.nrs.com/learn/us-coast-guard-pfd-approval-system

Due to shared waterways, the US Coast Guard and Transport Canada developed a new labeling system for lifejackets, aka Personal Floatation Devices (PFD).

A US Coast Guard Type III in the previous labeling system is equivalent to a Level 70 Buoyancy Aid Personal Floatation Device in the new system; it's important to note as the first level in the new system is a Level 50.

How do we want to address puddle jumpers? They are classic labeling system Type III.

Due to shared waterways, the US Coast Guard and Transport Canada developed a new labeling system for lifejackets, aka Personal Floatation Devices (PFD). A US Coast Guard Type III in the previous labeling system is equivalent to a Level 70 Buoyancy Aid Personal Floatation Device in the new system; it's important to note as the first level in the new system is a Level 50.

APPENDIX E: WATER SAFETY KNOWLEDGE

Water Safety

Active Adult Supervision: Designated Water Watcher (Water Guardian)

Barriers: 4-sided fencing with self-locking gate; if the one side of the house is the fourth wall of the fence, then add an additional layer of fencing around the pool

Clothing: Bright swim clothing (red, hot pink, lime green, orange, fluorescent yellow)

Drains (know how to turn off the pool pump in case something/someone gets sucked into the drain)

Education: CPR and Swim Lessons

Floatation Aids: PFD's, lifejackets

Groups: use the buddy system

H2O (water) Environments: understand the water environment you are swimming in

Intoxication: watch out for intoxication due to alcohol and medications

Just because it's shallow for you, doesn't mean it's shallow for others (Depth)[68]

[68] Synthesized from Karen Cohn's presentation, Reginald Chatman's research presented at the Columbia University Injury Prevention Symposium 2023, and Marrick McDonald

APPENDIX F: JOB DESCRIPTIONS

JOB DESCRIPTIONS FOR OFFICE OF WATER SAFETY EDUCATION COMMITTEE & COMMITTEE CHAIRMAN

APPENDIX G: OPWDD SWIM ASSESSMENT SAMPLE[69]

Arc Herkimer
Supports & Services Program
Swim Assessment

Person Supported: _____ Date: _____

Arc Herkimer Services:

Community Hab Day Hab Residential Respite

Employment Senior Center Valley Commons GWBC

ASSESSMENT:

Swim Assessment:	Other considerations:
Enters and exits water independently Submerges entire body under water Front float: Supported No support Back float: Supported No support Rolls over from front float to back float (holds the back float for 5 secs) Swims width of pool on front Swims width of pool on back Swims from shallow end to deep end on front No ability	Refused to demonstrate skills Agency decision for no evaluation

Aquatic Determinations:

Aquatic place/activity	Staff ratio	Safety – lifejacket
Boating (row boats/ canoes)	1:1 1 staff / 2 individuals	Lifejacket at all times No lifejacket
Boating (charter cruises)	1:1 Normal staff ratio	Lifejacket at all times No lifejacket
Near water activities	1:1 Normal staff ratio	Lifejacket at all times No lifejacket

Aquatic place/ activity	Shallow end staff ratio	Shallow end lifejacket	Deep end eligibility	Deep end staff ratio	Deep end lifejacket
Arc Herkimer pools (recreation)	1:1 1 staff / 2 individuals	Lifejacket No lifejacket	Yes No	1:1 1 staff / 2 individuals	Lifejacket No lifejacket
Arc Herkimer aquatic tank	1:1 1 staff / 2 individuals	Lifejacket No lifejacket	Yes No	1:1 1 staff / 2 individuals	Lifejacket No lifejacket
Community pools (swimming)	1:1 1 staff / 2 individuals	Lifejacket No lifejacket	Yes No	1:1 1 staff / 2 individuals	Lifejacket No lifejacket
Lakes-open fresh water (swimming)	1:1 1 staff / 2 individuals	Lifejacket No lifejacket	Yes No	1:1 1 staff / 2 individuals	Lifejacket No lifejacket

Page 2:

[69] Developed by Marrick McDonald for ARC Herkimer, Herkimer, NY

Enchanted Forest Water Safari				
	Water attractions	Ride characteristics	Staff ratio	Life jacket
Kids ONLY Yes No	Kid Wash (lifejacket)	Children walk through a car wash	1:1 1 staff/2 individuals	Lifejacket No lifejacket
	Pygmy Kiddie Slides (no lifejacket)	3 smaller water slides		
	Sawmill (no lifejacket on slides but allowed in wading area)	Smaller water rides in back of park; not restricted to kids		
	Walters Wild Slide (lifejacket)	4 lane racer slide ends into a 1foot deep catch pool; no height limit		
Shallow End Yes No	Amazon (lifejacket)	Huge tube needs to be rolled uphill; be watchful of current at entry (very swift)	1:1 1 staff/2 individuals	Lifejacket No lifejacket
	Cascade Falls (life jacket)	Need to walk up many stairs		
	Curse of the Silverback (no lifejacket)	2-person tube used; 2 feet of water		
	Lake Nakura	Activity pool		
	Raging Rapids (no lifejacket)	Need to hold onto tube on ride		
	Sawmill (lifejacket)	Smaller water rides in back of park; it is not restricted		
	Serengeti Surf Hill (no lifejacket)	Collection of 5 water slides; exit into 1 foot of water		
	Shadow (no lifejacket)	Strong current when exiting; exit into 2 feet of water		
	Safari River Expedition (lifejacket)	Lazy river in front of park		
	Tidal Wave	Enters like a beach front; can play in the shallow end		
Deep End Yes No	Black River (no lifejacket)	2-person tube used; catch pool has strong current	1:1 1 staff/2 individuals	Lifejacket No lifejacket
	Log Jammer (life jacket)	Lazy river in back of park; 5 foot section with wave current		
	Rondaxe Run (no lifejacket)	2-person tube used; catch pool has strong current		
	Tidal Wave – entire ride (lifejacket)	3 different wave cycles		

*****The following water attractions are off limits: Bombay Blasters, Kilimanjaro & Nairobi Narrows***

Water Safety Instructor _____ Date _____

APPENDIX H: NATIONAL WATER SAFETY ACTION PLAN

APPENDIX I: WORLD HEALTH ORGANIZATION

GLOSSARY OF WORDS:

The purpose of this Glossary of Words is to create a standardized vocabulary about aquatics throughout the state.

Ableism:

Ableism is the intentional or unintentional discrimination or oppression of individuals with disabilities based on the belief that typical abilities are superior [70]

Adaptive Aquatics:

Architectural, equipment, instructional, and programmatic modifications to aquatic programs to serve individuals with disabilities[71].

Age:

Age is defined as the length of time that a person has lived. A person's experience socially, culturally, economically, etc. can often be impacted by how young or old they are[72].

Aquatic environments:

Any space where water is present, such as, but not limited to… These are areas with bodies of water where aquatic activities can take place. They can be natural such as lakes, rivers, oceans, ponds, or man-made like swimming pools, splash pads, and water parks.

List Examples - Natural Bodies of Water: Bay, Canal, Channel, Creek, Delta, Glacier, Ground Water, Harbor, Lagoon, Lake, Marsh, Ocean, Pond, Puddle, Reservoir, River, Sea, Spring, Strait, Stream

List Examples - Man-Made Bodies of Water: toilets, fish tanks, pet bowls, washing machines, hot tubs, bathtubs

[70] Source: Dr. Miriam Lynch; Commission approved at 8/11/2023 meeting
[71] US National Water Safety Action Plan, 2023. Commission approved at 8/11/2023 meeting.
[72] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.

Aquatic Literacy:

synonym to water competency[73]

Aquatic Programming:

The Four Pillars of aquatic programming are:

- Swim Team (Competitive Community)
- Therapy (Rehabilitation)
- Learn-to-Swim
- Fitness[74]

Arm Floaties (Water Wings):

Arm Floaties (Water Wings): Inflatable armbands worn around the upper arms to help beginners stay afloat. Though they provide some buoyancy, arm floaties are not recommended for swimming safety, especially for children, as they can slip off or restrict natural swimming movement, creating dangerous situations. They can also deflate which increases the risk of drowning. Proper supervision and more reliable flotation devices, such as life jackets, are safer alternatives[75].

Association of Health, Physical Education, Recreation, and Dance (AHPERD):

This is a national organization of over 20,000 professionals that provides support and assistance to professionals involved in physical education, recreation, fitness, sports and coaching, health education, and dance. National Level: SHAPE America (Society of Health And Physical Educators)

Barrier:

A fence, wall, structure, or combination thereof, completely surrounding a pool, with a self- closing, self-latching gate or door to prevent unsupervised pool access[76].

[73] Source: Dr. S. Langendorfer
[74] Source: Total Aquatic Programming; 4 Pillars of The Sustainable Aquatic Facility, Chapter 3: Sustaining Business: The Four Aquatic Pillars. www.totalaquatic.llc
[75] Source
[76] US National Water Safety Action Plan, 2023; commission approved at 8/11/2023 meeting.

Blue Economy:

An economy that comprises a range of economic sectors and related policies that together determine whether the use of water resources is sustainable from cradle to grave (Learn to Swim, job opportunities, recreation)[77]

Designated Water Watcher: (Water Guardian) ***

A DESIGNATED WATER WATCHER is a person that takes on the role of ensuring that all children and adolescents swimming or playing in, on, or around water are continually supervised, even if they know how to swim, to prevent unintentional drownings. https://www.nps.gov/articles/waterwatcher.htm

Water Safety USA recommends that an appropriate Designated Water Watcher is someone who:

- is 16 years old or older (adults preferred)
- is alert and not under the influence of alcohol or drugs
- has the skills, knowledge, and ability to recognize and rescue someone in distress OR can immediately alert someone nearby with that skill
- knows CPR or can alert someone nearby who knows CPR
- has a working phone to be able to dial 9-1-1
- has a floating and/or reaching object that can be used in a rescue
- is alert and not under the influence of drugs or alcohol.[78]

Additional recommendations include:

- Always be prepared to get wet
- Needs to have a Designated Water Watcher constant supervision is the most effective way to prevent drowning, during times when adults are engaged in other activities[79]

*** Water Guardian Foundation is in Westchester County, NY. They teach the term Water Guardian in their programming, as opposed to Designated Water Watcher.

Do we want to include strategies of HOW to be a Designated Water Watcher?

[77] United Nations; commission approved at 8/11/2023 meeting.
[78] https://www.nps.gov/articles/waterwatcher.htm

[79] Commission approved at 6/14/2024 meeting.

Active supervision in aquatic environments should have the 3 C's:

- Close: implying staying within arm's reach of those at risk
- Constant: which requires undivided, alert attention without distractions
- Capable: emphasizing the need for supervisors to be competent in swimming, emergency rescue, and CPR[80].

Do we want to include strategies for HOW to transition children in and out of the water safely?

- Child exits the pool prior to the caregiver.
- Caregivers enter the pool prior to the child.
- Demonstrating how to/what to do
- Removing US Coast Guard approved floatation devices after exiting the pool facility
- Having a safety sitting spot - where the child is to go once exit the pool
- Conditioning the caregiver to treat the pool like they are on the street or road[81]

Designated Water Watcher Card:

https://www.redcross.org/content/dam/redcross/get-help/water-safety/American_Red_Cross_Designate_a_Water_Watcher.pdf 7/14/2023

Disability:

A disability can be described as any condition of the body or mind that makes it more difficult for the person with the condition to do certain activities and interact with the world around them. There are many types of disabilities, such as those that affect a person's: vision, movement, thinking, remembering, learning, communicating, hearing, and/or mental health. It is recommended that when referring to disability, language remains human-first, e.g.: a person with a disability rather than a disabled person[82].

Diversity:

The practice or quality of including or involving people from different genders, sexual orientations, etc.[83]

Drowning:

[80] Source: National Drowning Prevention Alliance; commission approved at 8/11/2023 meeting.
[81] Commission approved at 8/25/2023 meeting.
[82] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.
[83] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.

According to the World Health Organization, "Drowning is the process of experiencing respiratory impairment from submersion/immersion in liquid. Drowning outcomes are classified as health, morbidity, and no morbidity."[84]

Drowning Chain of Survival:

1. Prevent drowning
2. Recognize distress
3. Provide floatation
4. Remove from water
5. Provide care as needed

Circle of Drowning Prevention - 5 layers of protection:

- Barriers & Alarms
- Supervision
- Water Competency: learn swimming & water safety survival skills**
- Life Jackets: use US Coast Guard Approved
- Emergency Preparation (swim in a guarded area)[85]

** Water proficiency consists of both water competency and Situational Knowledge of Water.

Environmental Stewardship:

The responsible use and protection of the natural environment, including aquatic environments, through active participation in conservation efforts and sustainable practices by individuals, small groups, nonprofit organizations, federal agencies, and other collective networks[86].

Equality:

Is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all people, but the support needed to achieve those goals depends on the students' needs (Equity Education, 2019)[87]

[84] Source: www.watersafetyusa.org
[85] Source: National Drowning Prevention Alliance, American Red Cross
[86] Commission approved at 7/14/2023 meeting.
[87] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.

Ethnicity:

may be broadly defined as “large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background.” It is important to remember that race and ethnicity are not mutually exclusive categorizations and can overlap for certain communities[88].

Freestyle:

Freestyle is not a stroke, but a category in swimming competitions. Freestyle means any stroke can be chosen. However, since front crawl is the fastest, this is typically chosen by competitive swimmers; freestyle has become synonymous with front crawl. - Australian Front Crawl[89]

Foundational Swimming:

The fundamentals of swim strokes, aquatic skills, and aquatic safety; The building blocks of swimming[90]

Front Crawl Swim Stroke:

Front crawl was first observed in Australia, swimmers used alternating arms/legs and it appeared that they were "crawling" through the water. Characteristics of the stroke include alternate side breathing, alternating arm stroke reaching over head, using the flutter kick, and maintaining a horizontal position.

There is a population of swimmers who refer to this stroke as the freestyle[91].

Functional Swimming:

Swimming for a specific purpose or activity (swim team, lifeguarding, water polo, synchronized swimming)[92]

Gender:

[88] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.
[89] Source: Brian Tobin; Commission approved at 8/25/2023 meeting.
[90] Source: Marrick McDonald; Commission approved at 8/25/2023 meeting.
[91] Commission approved at 8/25/2023 meeting.
[92] Source: Marrick McDonald; Commission approved at 8/25/2023 meeting.

Gender has been most widely understood as the characteristics, attitudes, feelings, roles, and behaviors typically associated with one's sex. In reality, gender is much more complex and nuanced. Here are three important lenses to view gender through: biological sex, which refers to the physical body created by chromosomes, genes, hormones; gender identity, which describes one's internal sense of their gender; and gender expression, which describes the external appearance of one's gender identity[93]

Historically Excluded:

The practice or quality of including or involving people from different social and ethnic backgrounds and of different genders, sexual orientations, etc.[94]

Household Water Risks:

Pet bowl, Bathtub, Fish tank, Sink, Toilet, Hot tub, Backyard temporary pools, Landscape ponds, Fountains, Bird baths, washing machine, streams

Inclusion:

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups[95].

Isolation Fencing:

Safety fencing with self-closing, self-latching gate that surrounds a pool completely. Contrasted with a barrier wherein a house wall with an opening that allows entry, such as a door, forms part of the barrier[96].

Lifeguard:

A certified Lifeguard supervises people in and around any water for proper safe behavior and is trained and able to recognize and perform rescue when necessary and start first aide or emergency lifesaving procedures until EMS or until first responders arrive.

[93] Source: Dr. Miriam Lynch; Commission approved at 8/11/2023 meeting.
[94] Source: Dr. Miriam Lynch; Commission approved at 8/11/2023 meeting.
[95] Source: Dr. Miriam Lynch; Commission approved at 8/11/2023 meeting.
[96] Source: US National Water Safety Action Plan, 2023; Commission approved 8/11/2023 meeting.

A lifeguard is certified according to the Department of Health to support the safety of aquatic swimmers; certification and supervision level depends on water type, depth, and activity[97]

Supervision Levels[98]	
Supervision Level:	**Meaning:**
Level I	Ocean Lifeguard
Level IIa	Pool Lifeguard
Level IIb	Pool & Beach Lifeguard
Level III	
Level IV	

(c) SUPERVISION LEVEL III

(1) No person shall be qualified under this Subdivision unless such person:

(i) has a minimum age of 18 years; and

(ii) possesses a current ARC community CPR or equivalent certification; the certification period must not exceed one year; and

(iii) is competent to:

(a) understand and apply the rules and regulations of this part and implement the safety plan, and

(b) evaluate environmental hazards; and

(c) use lifesaving equipment and facility; and

(d) undertake bather/crowd control.

d) SUPERVISION LEVEL IV

(1) The requirements of this subdivision shall take effect on May 15, 1993.

(2) No person shall be qualified under this subdivision unless such person:

(i) is at least 18 years of age; and

(ii) possesses a current ARC community C.P.R. or equivalent certification; the certification period must not exceed one year.

(e) Lifeguard Supervision and Management

[97] Commission approved at 10/6/2023 meeting.
[98] NYS DOH Sub-Part 6-1.31 Aquatic Supervisory Skills

(1) No person shall be qualified under this subdivision unless such person:

(i) Possesses current certification issued by a certifying agency determined by the State Department of Health to provide an adequate level of training in lifeguard supervision and management covering those items set forth below. Certification shall be valid for the time period specified by the certifying agency but may not exceed a consecutive three-year period from course completion.

Role of Supervision Level III person is not a certified - do we need to add to definition

Add to various levels of supervision

Marginalization:

To relegate to an unimportant or powerless position within a society or group[99]

Mermaid Tails: A swim accessory that binds both legs together in a single flipper-like tail, allowing the swimmer to mimic the movements of a mermaid. While they can be fun, mermaid tails are considered dangerous, especially for young or inexperienced swimmers, as they can restrict leg movement and increase the risk of drowning[100].

Model Aquatic Health Code: (MAHC)

The Model Aquatic Health Code (MAHC) is guidance based on the latest science and best practices to help ensure healthy and safe experiences in public pools, hot tubs, and splash pads (in places like apartment complexes, hotels, gyms, and waterparks). The MAHC is all-inclusive and addresses the cutting-edge design, construction, operation, and management needs of today's public aquatic facilities[101].

Natural Water:

Body of untreated water sourced through the hydrologic cycle (rainfall, snowmelt, runoff, springs, etc.) and bounded primarily by geologic features rather than manufactured structures. Includes natural springs, cenotes, streams, rivers, lakes, oceans, and flooded areas as well as engineered enclosures such as canals, ponds, reservoirs, and quarries. Does not include waters in manufactured containers such as buckets, barrels, water troughs, swimming pools, spas, or bathtubs[102].

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[99] Source: Dr. Miriam Lynch; Commission approved at 8/11/2023 meeting.
[100] What is the source?
[101] Source: https://www.cdc.gov/mahc/index.html
[102] Source: US National Water Safety Action Plan, 2023. Commission approved at 8/11/2023 meeting.

Natural Water is a more comprehensive term than **open water.** The CDC uses the term national water[103].

Traditional descriptor used

NW more recently

Something other than a human made facility

Coming from Swim Team

Rip currents, have a surf

Personal Floatation Device (PFD):

A U.S. Coast Guard-approved buoyant device designed for boater protection and categorized as commercial, recreational, or throwable. Includes wearable life jackets and throwables such as cushions and life ring buoys. Buoyancy levels of 50, 70, 100, or 150 Newtons have replaced previous designations of Types I through V[104].

Physical Literacy:

The physical competence, motivation, self-efficacy, confidence, and the knowledge and understanding that individuals develop to remain physically active throughout their lives[105].

Progressive Swim Instructor: (NYS DOH)

This term is only used by the NY State Department of Health Approved Camps, under Sub-Part 7-2 of the Sanitary Code. PSIs are used to determine if campers are eligible for the deep end area of the aquatic facility.

Definition from code:

The term is sort of defined in our children's camp regulation Section 7-2.5(f)

[103] https://www.cdc.gov/drowning/risk-factors/index.html
[104] Source: US National Water Safety Action Plan, 2023. Commission approved at 8/11/2023 meeting.
[105] Source: Dr. Clancy Seymour – Whitehead, 2010

7-2.5(f) Progressive swimming instructor – As described in the camp's approved safety plan, a progressive swimming instructor must assess the swimming ability of each camper prior to allowing the child to participate in aquatic activities. A progressive swimming instructor must be either:

(1) a Water Safety Instructor™ currently certified by the ARC; or

(2) possess a current certificate issued by a certifying agency determined by the State Commissioner of Health to provide an adequate level of similar training.

The certificates determined by the State Commissioner of Health to provide an adequate level of similar training are posted here:

Progressive Swimming Instructor Fact Sheet (ny.gov)[106]

Puddle Jumper: A type of flotation device designed for young children. It consists of two arm floaties attached to a flotation panel across the chest. While puddle jumpers provide some buoyancy, they can give children a false sense of security and may interfere with proper swimming development. Adult supervision is crucial, as puddle jumpers are not life-saving devices[107].

Quality Learn-To-Swim Program:

These are the characteristics of a Quality Learn-To-Swim Program:

https://www.watersafetyusa.org/what-to-look-for-in-a-learn-to-swim-program.html (is original source)

1. Is safety focused and insured
2. Is child focused
3. Is encouraging and nurturing
4. Is inclusive
5. Includes parents & caregivers
6. Demonstrates professionalism
7. Maintains quality
8. Taught by trained and/or certified instructors, who receive on-going staff development
9. Low student to instructor ratio

[106] NYS DOH Sub-Part 7-2.5(f) https://regs.health.ny.gov/content/subpart-7-2-childrens-camps
[107] What is the source?

10. Developmentally appropriate: age appropriate & individually appropriate instructional approach[108].

Curriculum may include some or all of the following areas:

https://www.watersafetyusa.org/uploads/7/0/6/0/70608285/usnwsap_2023.pdf

https://www.watersafetyusa.org/what-to-look-for-in-a-learn-to-swim-program.html

Aligned with our Swim Instructor Definition

Race:

may be defined as "a category of humankind that shares certain distinctive physical traits". There is no scientific basis for race, but it has become broadly accepted social categorization especially within the United States. It is important to remember that race and ethnicity are not mutually exclusive categorizations and can overlap for certain communities[109].

Recreational Swimming:

To enjoy the water environment for fun and relaxation[110]

Religion:

Religion can be explained as a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs. There are several religions and religious denominations around the world with varying customs that may affect the way people dress, what they eat, and what activities they do, how they marry and raise children, and much more[111].

Residential Pool:

[108] Commission approved at 7/14/2023 meeting.
[109] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.
[110] Marrick McDonald
[111] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.

A swimming pool located on private property under control of the owner or renter and intended to be used solely by members of the household and invited guests. May apply to shared condo or apartment pools. The legal definition varies among jurisdictions[112].

Sexual Orientation:

Sexual Orientation refers to a person's inherent or immutable enduring emotional, romantic, or sexual attraction to other people. It is focused on a person's relationships and is separate from gender identity, so some parts of the LGBTQ+ acronym (lesbian, gay, bisexual, transgender, and queer or questioning, and more) may not apply. The L, G, B, and Q are used to describe a person's sexual orientation, while the T refers to gender identity[113].

Shallow Water or Shallow End (of water/pool):

Any portion of a pool where the water depth ranges from 0 to 5 feet [114].

What does it mean to be shallow? Shallow depends on how tall you are. Just because the pool is labeled with a shallow end and a deep end, doesn't mean that the shallow end is shallow for everyone. Most people drown in less than three feet of water.

Situation Knowledge of Water:

recognizing your surroundings to anticipate different circumstances that may arise, so you are able to plan your response for the safest outcomes. It is needed by ALL regardless of swimming skills. It allows for the recognition of conditions/experience, which includes what I have learned and what am I seeing/experiencing in the moment; these factors determine the best possible outcomes for personal safety[115].

Swimmer:

Ability to propel oneself through the water, using the body; by the act of submerging, resurfacing, floating, and/or moving efficiently and effectively in water[116]

[112] US National Water Safety Action Plan, 2023. Commission approved at 8/11/2023 meeting.
[113] Source: Dr. Miriam Lynch; commission approved at 8/11/2023 meeting.
[114] Source: www.lawinsider.com; commission approved at 12/15/2023 meeting.
[115] Source: Shawn Slevin.
[116] Source: www.studocu.com; Commission approved at 5/31/2024 meeting.

Swim Coach:

A person coaching swimming, involved in the direction, instruction, and training of a swim team or swimmer. Person should also complete agency specific course work and accreditation[117]

Swim Essentials:

item(s) that are needed for individuals to participate safely and comfortably in aquatic instruction.

Swimsuit: garment worn for swimming[118]

Swim cap: a tight hat typically made of rubber that keeps the hair close to the head. This allows individuals to participate in aquatic activities without getting their hair in their face, protects the hair from water damage, and makes the individual more aquatically efficient.

Swim goggles: Protection for the eyes from the water, they also allow participants to see more easily when submerged which can improve the learning experience.

Swim shirt: a covering for the upper body, it allows for better sun protection and/or modesty for participants.

Swimming footwear: typically sandals or "water shoes", they protect feet from various skin illnesses (i.e. athlete's foot) and rough ground that can be encountered at an open water facility.

Towel: for drying off.

Nose plug: Useful for some participants to keep the nasal passage closed while submerged. Utilized by some elite backstroke swimmers who kick underwater for long distances.

Ear plugs: help to protect ears from infection by keeping water out of the ear canal.

Items for inclusion of additional populations: consideration of items that may be needed to enhance the learning experience for a variety of populations including people with disabilities or adhering to cultural norms[119].

[117] Commission approved at 8/25/2023 meeting.
[118] Oxford Dictionary
[119] Commission approved at 5/17/2024 meeting.

Swim Lesson:

Water Safety lessons are a process by which individuals may learn skills and technique and knowledge about water safety. To have the knowledge to prevent water injuries and/or to swim well enough to save their own life and be water proficient[120].

Swim Instructor:

is an individual who is trained and qualified to teach individuals of various ages and skill levels how to swim and improve their swimming abilities. Swim instructors are responsible for designing and implementing swimming lessons and activities that are tailored to the needs and abilities of their students in the applicable environment. They focus on teaching effective and efficient swimming techniques, water safety skills, water safety knowledge, and building confidence in, on, around, and about the water[121].

Swimming Pool (Traditional):

A traditional swimming pool means a watertight structure of concrete, masonry, or other approved materials located either indoors or outdoors, used for bathing or swimming and filled with a filtered and disinfected water supply, together with buildings, appurtenances and equipment used in connection therewith[122].

Teaching Tools: = Swimming Aids = Instructional Tools

Used specifically for instructional purposes, like bubbles, barbells, pull buoy, kick boards, fins, pool noodles, teaching tables; does not guarantee floatation[123]

Water Amusement Park:

A water amusement park means a facility that not only encompasses the features of a traditional swimming pool, but also includes such additional attractions as wave pools, lazy rivers, activities areas and elevated water slides.[124]

Water Safety Education: * known in the original law language as **Swimming Safety Program**

[120] Commission approved at 6/14/2024 meeting.
[121] Commission approved at 8/25/2023 meeting and modified 6/14/2024 meeting.
[122] Source: USDOL Federal Child Labor Provisions Employment of Lifeguards
[123] Commission approved at 8/25/2023 meeting.
[124] Source: USDOL Federal Child Labor Provisions Employment of Lifeguards

Make existing water safety information and resources easily available and accessible to people of all ages, cultures, and abilities through a wide variety of access points, sources, local languages, and affordability, including scholarships and low-cost options where possible. (WS WC 17) Deliver water proficiency training that meets the needs and resources of specific communities. This includes, but is not limited to, training that considers language, culture, local bodies of water, socioeconomic factors, and disabilities. Instructional strategies can include in water, near water, or away from water activities[125]

Water Comfort Level:

This is the degree to which an individual feels at ease in the water. It can range from fear and discomfort to a high level of ease and ability to perform various aquatic activities[126].

Direction: does the swimmer have the ability to change direction

Rhythmic breathing: is the swimmer barely putting face in or swimming

Over: have the ability to roll over: back to front, front to back

Prone = Front: what does their front floating?

Supine = Back: what does their back floating?[127]

Water Competency (Pool versus Natural Water):

Water competency refers to the ability to independently move through the water from point A to point B while being able to take breaths as needed. This competency may vary based on the environment.

Water competence is defined as "the sum of all personal aquatic movements that help prevent drowning as well as the associated water safety knowledge, attitudes, and behaviors that facilitate safety in, on, and around the water"[128] The identified water competencies can be broken down into **three categories**: **water smarts**, **rescue skills**, and **water skills**[129] To be water proficient, one must know more than just swimming skills.

[125] Source: National Water Safety Action Plan.
[126] Source: Marrick McDonald
[127] Source: American Red Cross Adapted Aquatics book; Marrick McDonald's mnemonic
[128] Moran, 2013, p. 4
[129] Langendorfer

The US National Water Safety Action Plan refers to the three categories as **water safety (for water smarts), basic swimming skills (water skills), and helping others (rescue skills)[130].**

Being able to anticipate, avoid, and survive common drowning situations, as well as being able to recognize and provide assistance to those in need. Includes **water safety awareness (water smarts), basic swimming skills (water skills), and helping others (rescue skills).**

- US National Water Safety Action Plan 2023

Water Proficiency:

Water proficient is having the necessary skills, knowledge, and confidence to safely and effectively navigate and interact with aquatic environments[131]. It is mentioned in Aquatic Learning Standard 1. It consists of two components: **Water Competence** and **Situational Knowledge of Water**. There are three variables to being water proficient: **task, environment, and developmental[132]**. **(The full complete definition is in the Background Information section.)**

Water Wings: refer to Arm Floaties

[130] US National Water Safety Action Plan 2023
[131] Commission approved at 8/25/2023 meeting.
[132] Langendorfer/Newell

GLOSSARY OF ABBREVIATIONS:

AEA	Aquatic Exercise Association
AHPERD	Association of Health, Physical Education, Recreation, and Dance
AOAP	Association Of Aquatic Professionals
ARC	American Red Cross
ASCA	America Swimming Coaches Association
ATRI	Aquatic Therapy & Rehab Institute
BRFSS	CDC's Behavioral Risk Factor Surveillance System
BSI	Basic Swimming Instructor (American Red Cross)
CDC	Center for Disease Control
DEC	Department of Environmental Conservation (NY State)
DOE	Department of Education (NY City)
DOH	Department of Health (NY State)
FINA	Fédération Internationale de Natation (French); International Swimming Federation (English Translation); now known as World Aquatics
IJARE	International Journal of Aquatic Research and Education
IWSD	International Water Safety Day
LGI	Lifeguard Instructor (American Red Cross)
LGIT	Lifeguard Instructor Trainer (American Red Cross)
MAHC	Model Aquatic Health Code

NDPA	National Drowning Prevention Alliance
OPRHP	Office of Parks, Recreation, and Historic Preservation
OPWDD	Office of Persons with Developmental Disabilities (NY State)
PFD	Personal Floatation Device
PHTA	Pool and Hot Tub Alliance
PSI	Progressive Swim Instructor (NY DOH term)
SAI	Starfish Aquatics Institute
SED	State Education Department (NY State)
SHAPE	Society of Health And Physical Educators America (formerly American Alliance for Health, Physical Education, Recreation, & Dance – the national organization of AHPERD))
USSSA	US Swim School Association
WHO	World Health Organization
WSI	Water Safety Instructor™ (American Red Cross)
WSIT	Water Safety Instructor™ Trainer (American Red Cross)
YRBS	CDC's Youth Risk Behavior Surveillance System
YSIv6	Y(MCA) Swim Instructor, Version 6

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https://www.nytimes.com/2023/07/08/health/children-drowning-deaths.html

NYC Council takes up bills to expand pool access citywide

https://gothamist.com/news/council-takes-up-bills-to-expand-pool-access

https://mailchi.mp/730e0ee2f70e/swim-lessons-better-times-for-nyc-aquatics?e=b92ec0eb61

COMMISSIONERS' BIOGRAPHIES

ASSEMBLYWOMAN STACEY PHEFFER AMATO - resigned 5/30/2023

- Appointed by: Speaker of the Assembly
- County of Residence: Queens

Stacey Pheffer Amato is proud to represent the New York State Assembly's 23rd District since 2017. In Albany, she is an outspoken champion for our hardworking families, first responders, Veterans and seniors. Stacey has passed over fifty pieces of legislation focusing on helping to improve women's health, expanding the rights of the disabled and elderly, bringing new resources to 9/11 first responders, improving the local environment and Jamaica Bay, all while raising the profile of drowning and the importance of swim safety. Assemblywoman Pheffer Amato was the sponsor and wrote the bill that created the New York State "Temporary Commission To Prevent Childhood Drowning," while also advocating to make water safety education mandatory in all schools.

KATHRYN COLGLAZIER

- Appointed by: Speaker of the Assembly
- County of Residence: New York
- Title: Vice President Field Operations, YMCA of Greater New York

As Vice President of Field Operations, Kathryn Colglazier provides leadership to all YMCAs across Manhattan. In addition to the Y's core health and wellness programs, the Manhattan YMCAs focus on serving in areas of afterschool programming, teen centers, day camp, youth and family counseling services, New American welcome centers, early childhood education, social justice initiatives and serving NYCs most vulnerable homeless population through inclusionary and transitional housing. Kathryn has served the YMCA in four different states; Texas, Florida, Missouri, and for the past 7 years, New York. In addition to her work at the Y, Kathryn is a social justice activist, lover of art and poetry, humanitarian, and mother to her 4-year-old daughter Tala in Manhattan where they reside.

KEVIN CLARK, MS Ed

- Appointed by: Minority Leader of the Senate
- County of Residence: Niagara

- Title: Red Cross Instructor. High School Swim Coach & Science Teacher. YMCA Swim Coach. YMCA & YWCA Summer Instructional Coordinator

Kevin Clark is a retired Earth Science teacher from Lockport City School District, where he taught for 40 years. He has been a Red Cross Instructor and a high school swim coach for 25 years. He also was a YMCA Swim Coach for 25 years and YMCA & YWCA Summer Instructional Coordinator. He served as the Chairman of the Board of Trustees for SUNY Niagara from 2023-2024 and is serving as Vice-Chairman of the Board of Trustees for 2024-2025.

KAITLIN KRAUSE, BA - appointed 5/30/2023

- Appointed by: Speaker of the Assembly
- County of Residence: Kings
- Title: Founder/Executive Director of Rising Tide Effect

Kaitlin "Kate" Krause, a top collegiate swimmer on a full Division 1 scholarship, leveraged her passion for the sport to pioneer a remarkable journey. With over 12 years of dedication, she played an instrumental role in building NYC's largest swim school. Later on, as the founder of the Rising Tide Effect, Krause impacted hundreds by imparting crucial water safety skills and educating thousands on staying safe in and around water. Co-founding the Water Safety Coalition with a few other pioneering humanitarian advocates, she envisions a world where water safety education is an essential right for everyone, aiming to save lives and foster inclusivity in the recreational community. Acknowledged for her expertise, Krause was appointed to key positions addressing lifeguard shortages and elevating water safety efforts in New York City and New York State.

CASPER LASSITER, MSW

- Appointed by: Temporary President of the Senate
- County of Residence: New York
- Title: Director, Children's Aid Dunlevy Milbank Campus

Passionate, dedicated leader with over 20 years of experience directing child, youth, and community programs. Since he began his youth development career 27 years ago at the Milbank Center, Casper has developed and overseen innovative programs including STEM through cooking and gardening, computer literacy, and family stabilization programs. At the center, youth and families also have access to year-round high-quality swim instruction for children and families and competitive and lifeguard training for

youth. Milbank is also home to the Stingrays Swim Team, comprised of 45 boys and girls between the ages 8-16.

MARRICK ANNE MCDONALD, MS Ed, CAS

- Appointed by: Governor
- County of Residence: Herkimer
- Title: CEO/Founder, Upstate Aquatics, LLC (retired)
- Commission: Commission Chairman

Marrick McDonald is the retired CEO of Upstate Aquatics, LLC, a top Red Cross training provider in upstate New York. She has been an American Red Cross aquatics educator for over 30 years. At the local Red Cross Chapter level, Marrick served as the Chairman of the Board of Directors, the chairman of the aquatics committee, the lead for the aquatic cadre for mentoring future instructor trainers, and the director of multiple aquatic schools. She is the Past Aquatic Section President for New York State Association of Health, Physical Education, Recreation, and Dance (NYS AHPERD); she is the Aquatic Representative for Central North Zone of AHPERD. She has taught secondary English and Social Studies; she has been in school administration, with licensing as a School Superintendent. Marrick is the author of the *Aquatic Guidebook for School Administrators,* which educates school administrators who have pool classrooms in their districts. She earned the Designated Aquatic Professional (AqP) distinction from the Association Of Aquatic Professionals for three years. Marrick is a proud graduate of SUNY Oneonta, the College of St. Rose, and SUNY Cortland.

GWEN MCNAMARA, MSOL

- Appointed by: Minority Leader of the Assembly
- County of Residence: Essex
- Title: Northeast First Responder Sales Director, American Red Cross
- Commission: Commission Secretary

Gwen has been in Aquatics for over thirty-five years. Twenty-five of those were in Aquatic Management in Chicago and in New Jersey. Now currently living in the Adirondacks of New York. Gwen began in the aquatic industry as a lifeguard, swim instructor, CPR instructor, and lifeguarding instructor. For the past ten years, she has been with the Red Cross as the Northeast First Responder Sales Director and understands the training needs that are required in these unique times. Gwen has earned her master's degree in organizational leadership and strives to help others in identifying and meeting their organizational goals. She has a vast amount of experience in nonprofit organizations, indoor aquatic facilities, and staffing.

HEIDI REISS

- Appointed by: Governor
- County of Residence: Kings
- Title: Co-Owner, AquaBeba Swim; Founding Member, New York Water Safety Coalition
- Commission: Commission Vice-Chairman

Heidi, a resident of Kings County (Brooklyn), is known for her active involvement in water safety initiatives and her dedication to drowning prevention. She is the co-owner of AquaBeba Swim and an Executive member of the NY Water Safety Coalition. Heidi played a role in turning Senate Bill S.3608-A (Webb) and Assembly Bill A.4987-A (Pheffer Amato) into law, demonstrating her commitment to enhancing water safety regulations. In addition to her legislative accomplishments, Heidi is the Vice Chair of the Temporary Drowning Commission. Her journey towards becoming a passionate advocate for drowning prevention began when her husband taught her to swim as an adult. This personal experience inspired her to raise awareness about the importance of early swim lessons. Heidi lives in Brooklyn with her husband and two children, and they continue to share their love of swimming and promote the significance of water safety within their community.

BRIAN TOBIN, MS

- Appointed by: Governor
- County of Residence: Cortland
- Title: Head Men's and Women's Swim Coach, SUNY Cortland

Brian Tobin has been the head swimming and diving coach at SUNY Cortland since 2002 and teaches in the physical education department. A 1994 graduate of SUNY Cortland, he also volunteers to oversee a swim team for people with disabilities, runs a large swim lesson program in the springtime, and hosts camps and clinics through the spring and summer. He was the longest serving mayor of the city of Cortland (10 years) when he chose not to run for reelection in 2021.

MICHAEL SWITALSKI, MS

- Appointed by: Temporary President of the Senate
- County of Residence: Erie
- Title: Executive Director City Swim Project; Buffalo Public Schools Teacher; USA Swimming Club Development Committee; General Chair, Niagara Swimming

Mike Switalski is a Physical Education Teacher in the Buffalo Public Schools. He serves as the General Chairman of Niagara Swimming and member of USA Swimming Club

Development Committee while being the Executive Director of the City Swim Project in Buffalo, NY. From 2020-22, the City Swim Project was recognized as the 12th fastest growing program in the country for children under the age of 12. Nationally, the City Swim Project is recognized as one of the most diverse in the country, ranking #1 in African American membership and #2 in Outreach membership. Mike has a Master of Science in Student Personnel Administration from Buffalo State.

GUEST SPEAKERS:

Below are the biographies of the speakers and the date they spoke to the commission. To hear their talk, please refer to the meeting recordings on the website: https://www.ny.gov/programs/temporary-commission-prevent-childhood-drowning

RICH ALDEN: 8/11/23

Director of Water Safety, NYS Office of Parks, Recreation, & Historic Preservation

He is currently the Director of Water Safety for the New York State Office of Parks, Recreation & Historic Preservation. He has served in this role since 2008 and has oversight of approximately 1,100 Agency lifeguards throughout the Agency Parks.

Rich has been an American Red Cross certified lifeguard since the mid 1980's. He became an ARC Lifeguarding and Water Safety Instructor in 1987, maintaining all his certifications continuously in the interim.

Over the years, he worked seasonally as a lifeguard for various organizations including the NYS Office of Parks, the Department of Environmental Conservation, the City of Kingston, and others at facilities which included both pools and waterfronts. He also served as the Waterfront Director for two summers at the Kingston/Ulster YMCA Day camp. He spent 19 "winters" from 1987-2008 working at the Kington/Ulster YMCA as an assistant to the Aquatic Director where he taught both swimming lessons and Lifeguarding. Rich and his wife, Sarah, continue to be involved in the swimming community through their two boys, serving as officials for local swimming competitions.

LELAND BROWN III: 6/16/2023

Director of Diversity, Equity, and Inclusion, USA Swimming

Leland Brown III is a native of Galveston Island, Texas and is the inaugural Program Director for Diversity, Equity, and Inclusion at USA Swimming. Leland earned his bachelor's degree at Bethel College in Kansas, with three majors: English, Communication Arts, and Teacher Education. While at Bethel College, Leland was also the captain and MVP of the Thresher Football team, a soloist in an Emmy award-winning Choir and thespian in productions such as The Jungle Book, Othello, and The Man of La Mancha. Diversity is something he lives and strives to champion.

After graduating from Bethel College, Leland has served as a diversity, equity, and inclusion (DEI) strategist in multifarious capacities with the University of Colorado Boulder, University of Cincinnati, National Collegiate Athletic Association (NCAA), USA Swimming, and Promise Prep, a K12 school he helped found. For his efforts in DEI, Leland has received the Unsung Hero Award from the University of Cincinnati's UBSA, Cincinnati's 30 Under 30 Honors, and the Albert C. Yates Fellowship awarded to twenty-five incoming University of Cincinnati graduate students. In his personal life, Leland is a proud member of Phi Beta Sigma Fraternity, Inc., Inspirational Speaker, opera singer (although no longer practicing), photographer, and artist.

SHANNA BLANCHARD: 2/9/2024

Chairman, Water Safety Coalition

Shanna Blanchard is the Chairman of Water Safety Coalition, a group of concerned citizens, community groups, and non-profit organizations that are working to make water safety an essential right for all, to save lives, and to create a more inclusive recreation community. She has over a decade of experience working in urban parks, strategic partnerships, and program management across New York City, where she has worked in and supported some of New York City's most dynamic public spaces including Central Park, Rockaway Beach, and Gateway National Recreation Area. Growing up in North Carolina and regularly visiting its famed Outer Banks, Shanna has a deep love for the ocean and coastal environments; she is committed to positively engaging the public in them and protecting them through education, environmental stewardship, and advocacy. Shanna loves running on the beach and is an avid open water swimmer and body surfer.

KAREN COHN: 5/19/23

Co-Founder, The ZAC Foundation

Karen Cohn co-founded The ZAC Foundation in 2008 with her husband, Brian Cohn, after their six-year-old son, Zachary Archer Cohn, drowned when his arm became entrapped in a pool drain. Zachary's memory is the inspiration for the Foundation's mission and activities. The ZAC Foundation has funded free water safety and swim camps for more than 20,000 children in at-risk communities nationwide; it is spearheading the development of drowning prevention plans in four U.S. communities in the hopes of reducing the national drowning rate. Through her role at The ZAC Foundation, Karen has testified before Congressional subcommittees and before State and Federal agencies, including the Consumer Product Safety Commission and Centers for Disease Control and Prevention. She has written about water safety issues for

CNN.com, USA Today, and The Washington Post. She is also a Northeast Trustee of the Boys & Girls Clubs of America.

JANET FASH: 10/20/23

Chief Lifeguard, NYC Department of Parks and Recreation

Janet Fash, Chief Lifeguard, New York City Department of Parks and Recreation with over 35 years in a supervisory capacity training and supervising ocean lifeguards on some of the busiest stretches of Rockaway Beach. Fash has been a Water Safety Instructor, Lifeguard Training Instructor, and Chief Lifeguard; she is a lifelong swimmer who longs for all New Yorkers to have access to swim lessons and acquire water skills. She is an outspoken critic of the NYC Lifeguards' unions, which have contributed to the NYC lifeguard shortages and a lack of a true ocean training program. Fash believes that this has hampered bringing the NYC lifeguard training program into the 21st Century—to the detriment of both the public and rank and file lifeguards.

MATT FERRAGUTO: 1/12/2024

Senior Executive, Communications & Media, YMCA of Greater New York

Matt Ferraguto has 25 years of experience in strategic communications, across the nonprofit, political, government, and private sectors. Since 2021, Matt has served as Senior Executive, Communications & Media, for the YMCA of Greater New York, leading media relations, internal communications, and external communications for the association and its 24 branches. Prior to joining the Y, Matt was a partner at a full-service strategic communications agency in Raleigh, NC, where he served as account lead on crisis communications, reputation management, and brand building engagements for more than 70 clients over the span of 10 years. During his agency service, he helped to develop a statewide campaign to reduce the incidence of underage drinking.

Matt previously served as National Director of Communications for Reach Out and Read, where he coordinated activities of 30 regional leaders and 4,600 program locations nationwide; he also previously served as Press Secretary for Congressman Stephen F. Lynch (MA-08), and as Deputy Press Secretary for Senator Edward M. Kennedy (D-MA). Matt earned his bachelor's degree in public policy studies from Duke University and has more than 20 years of service on nonprofit boards.

CINDY FREEDMAN, MOTR: 6/14/2024

Founder, Swim Angelfish

Cindy is a recreational therapist and an Occupational therapist. After working for ten years as a recreational therapist in a variety of settings, she pursued a master's degree in OT. Her career as an OT includes specialty training in sensory integration, reflex repatterning, and aquatics. She is currently certified as an Autism Specialist by International Board of Credentialing and Continuing Education Standards (IBCCES). As a swimmer and national champion diver, her love of the water combined with her education and work experience created Ailene Tisser, MA, PT, and her an opportunity for Swim Angelfish to become a reality! "Our mission is to create an aquatic community of trained instructors so that together we can decrease the alarming statistic of drowning being the leading cause of death for children with special needs."

DR. BILL KENT: 9/22/2023

Chairman of Board, International Swimming Hall of Fame

Dr. Bill Kent has been a leader in the professional swimming pool industry since the 1970's. Bill holds a degree in Physics, an M.B.A., and a 2015 Doctorate in Global Business. During the past decades, Bill has served as National President of Pool & Hot Tub Alliance (1996), President of Florida Swimming Pool Association (1975-1978), the President of the National Swimming Pool Foundation (2003-2006), and is currently Chairman of the Board of the International Swimming Hall of Fame (2017-2024).

Bill's company, Team Horner Group, evolved from just three to around 600 employees over the past decades; company activities include manufacturing, wholesale distribution, importing, and global exporting. In 2016, the company was converted to an employee-owned business (ESOP). Team Horner was the 2016 winner of the national "Psychologically Healthy Workplace" award given by the American Psychological Association. Bill's favorite saying is "The BEST is yet to come".

DR. STEVE LANGENDORFER: 2/24/2023, 1/12/2024, 3/8/2024

Professor Emeritus, Bowling Green State University; Vice-Chair of Aquatics Sub-Committee, Scientific Advisory Council, American Red Cross; Editor, International Journal of Aquatic Research and Education (IJARE)

Dr. Steve Langendorfer earned degrees from SUNY Cortland (1972 - Summa cum laude), Purdue University (1974), and University of Wisconsin (1982). He served on the faculty at Kent State University and Bowling Green State University (where he is now Professor Emeritus); he has also served as adjunct faculty or fellow at the University of Wisconsin, University of Michigan, University of Auckland, and SUNY Cortland. His areas of expertise and research include developmental aquatics, drowning prevention, lifespan motor development, and measurement and evaluation. Over his career he has authored, co-authored, or edited over 450 books, book chapters, research articles, scientific

reviews, editorials, abstracts, and scholarly presentations ranging from the local to international levels.

Dr. Langendorfer continues to present to national and international societies and conferences ranging from SHAPE (formerly American Alliance for Health, Physical Education, Recreation, & Dance) to Biomechanics and Medicine in Swimming and the World Congress on Drowning Prevention. He offers volunteer consulting to the American Red Cross as a member of its Scientific Advisory Council (SAC), the Canadian Red Cross, the YMCA of the USA, AUSTSWIM, Metodologia Gustavo Borges, the (Irish) Lifesaving Foundation (chair of its Research Committee), and the international Can You Swim? collaborative project, where he assists with revisions of instructional aquatic programs and drowning prevention efforts.

Steve is a life member of SHAPE (AAHPERD), Research Consortium, and Motor Development Research Consortium. He is the founding editor for the International Journal of Aquatic Research and Education (IJARE) and regularly reviews for Research Quarterly for Exercise and Sport, Journal of Motor Learning and Development, Pediatric Exercise Science, and Perceptual and Motor Skills. SUNY Cortland recognized him as a Distinguished Alumnus (1992) and inaugural Academic Hall of Fame member (2006); AAHPERD and the Council for National Cooperation in Aquatics presented him with both Service and Honor awards; the Red Cross inducted him into the Commodore Longfellow Society and Lifesaving Hall of Fame (1993); the International Swimming Hall of Fame presented him with a Paragon Award (1998); the Lifesaving Foundation presented him with the Ireland Medal (2013).

SHARON LEVY: 12/1/2023

Member, NYC Lifeguard Task Force

Sharon Levy is the Senior Vice President for Public Affairs at the YMCA of Greater NY and assists in the oversight of all aspects of public affairs and public policy, including government relations and government funding. Sharon began her career at the YMCA as the Associate Director of Government Relations in January of 2000 and was promoted to Director within one year. She left the YMCA in 2003 to become chief of staff for Parks, Public Works and Partnerships for the Nassau County Executive and returned to the YMCA as a public affairs consultant in 2005. Prior to joining the YMCA, Sharon held staff positions within all three levels of government: U.S. House of Representatives, Office of the New York State Governor, and the New York City Council.

During Sharon's tenure at the YMCA, she has played a pivotal role in the expansion of services such as after school, PreK/3K, and programs for New Americans. She was also

an integral part of the creation of new YMCA branches in Queens, the Bronx, and Brooklyn. During the pandemic, Sharon helped facilitate the development of new community focused efforts at the Y; these efforts included establishing community markets, creating learning labs, expanding their transitional housing portfolio, and establishing multiple vaccination sites. Sharon also led the team that increased voter registration and civic engagement activities citywide. Sharon has a bachelor's degree in political science and communications from the City University of New York at Queens College and a master's degree in public administration from New York University's Wagner School of Public Service.

DR. MIRIAM LYNCH: 7/28/2023

Executive Director, Diversity in Aquatics

As the Executive Director of Diversity in Aquatics, Dr. Lynch works tirelessly to promote the benefits of aquatic sports and activities, particularly in historically marginalized and under-resourced communities. Diversity in Aquatics has experienced remarkable growth with over 2,500 members worldwide, becoming a leading national entity and actively engaging in initiatives such as the US National Water Safety Action Plan and the Aquatics Coalition. Dr. Lynch has collaborated with organizations such as the ZAC Foundation and the International Water Safety Foundation to reach families and communities with water safety education, messaging, and resources. As a volunteer coach for Howard University's Swim and Dive Team, Dr. Lynch has utilized her swimming prowess and coaching experience to help the program thrive, contributing to its first men's conference championship in over 34 years. She has various leadership roles, including board memberships with the ZAC Foundation and the International Water Safety Foundation. Additionally, she works with Water Safety USA to support the National Water Safety Action Plan and serves on the Executive Committee of the Aquatics Coalition. Dr. Lynch has also held positions on the USA Swimming National Diversity Committee and the Eastern Zone and served as the Potomac Valley Swimming (PVS) Diversity and Inclusion Chairman. Dr. Lynch currently utilizes her expertise as an instructional technology specialist for Fairfax County Public Schools.

KRISTIN MABROUK: 6/28/2024
Executive Director, Hope Floats Foundation

Kristin is a lifelong swimmer who grew up on the pool deck, became a lifeguard and swim instructor as soon as she was old enough, and went on to swim at the collegiate level (even meeting her husband at the pool!). Kristin's career background is in nonprofit community work, focusing on equity, access, prevention, and wellness. She is thrilled to be immersing herself in the swimming world with Hope Floats and is always excited to dive in to working with swim schools to help give more families across the country the

gift of swimming. Kristin lives in Connecticut with her husband, two daughters, and their three-legged dog, Abe.

MICK NELSON: 3/24/2023

Chief Financial Officer, Total Aquatic Programming, LLC

Mick was the Club Facilities Development Director for USA Swimming. He comes from a club coaching background along with extensive experience in business and aquatic management. He holds a BS in Business administration and an MS in Education. Mick, along with wife Sue, started their own swim club and built their own indoor facility in Danville Illinois in 1972. In 1974 they formed Nelson's Swim Supply, a retail and wholesale pool/spa and aquatic equipment business. In 1982 they formed NSS, Inc. which offered aquatic facility design, building, and business consultation to the aquatic industry. In 1994 they started WaterWay Therapy Inc. which was one of the first and only privately owned and operated Medicare approved outpatient Aquatic Physical Therapy centers in the country.

In 2002 they opened Poolside Health & Wellness Center which became not only the home for the Turtles USA Swimming competitive club, WaterWay Therapy, and Swim America learn-to-swim program but a full-service land and water community health and wellness center. Mick's specialty is business development, programming, water treatment, and aquatic facility design. In 2004, Mick moved to Colorado Springs to initiate the Facilities Department of USA Swimming. Since that time the Facilities Department has 30 new facilities either completed or under construction, 60 more in the design phase, and over 100 in the programming feasibility stages.

SUE NELSON: 3/24/2023

Chief Program Officer, Total Aquatic Programming, LLC

Sue Nelson worked as the Aquatic Programming Specialist for USA Swimming providing resources and information for members, potential members for 15 years. She holds a BS in Exercise Science, and her specialty areas are program development, implementation and facility design. Sue was the recipient of Aquatic Exercise Association's (AEA) 2012 Lifetime Achievement Award. In 2019, she received the NDPA Lifetime Achievement Award, and she has received the Tsunami Spirit Award presented by ATRI. She was elected in 2009 to the Board of Directors of the National Drowning Prevention Alliance and serves on the Education Committee of Aquatic Exercise Association. Sue has been presenting for over 20 years at all the different aquatic conferences including topics on Learn-To Swim, Aquatic Exercise, Aquatic Therapy, and Competitive Swimming. She has also presented at Aquatic Exercise Association (AEA), US Swim School Association (USSSA), Association Of Aquatic Professionals (AOAP), National Drowning Prevention Alliance (NDPA), and Aquatic Therapy & Rehab Institute (ATRI) conferences; she's presented at 6 Build a Pool conferences every year since 2004.

Coaching alongside her husband in the family business, Sue is an America Swimming Coach Association (ASCA) level 4 swim-coach and has extensive experience in business and aquatic management. She and her husband were on the founding board of National Swim School Association (NSSA) now known as the USSSA. Her second career as a certified Aquatic Fitness Instructor and Personal Trainer helped her with training licensed Physical Therapist in their privately-owned Outpatient Therapy Center. Sue now works to cultivate Aquatic Industry Partnerships with national aquatic service organizations. Sue is the resource for programming information for both USA Swimming members and members of partner organizations. She develops and publishes new program information as it relates to Total Aquatic Programming. She assists the USA Swimming Facilities Department in the planning and development of new aquatic facilities and provides the programming that makes an aquatic center self-sustaining.

CAROL QUIGLEY: 12/1/2023

Member, NYC Lifeguard Task Force

Carl Quigley is a Brooklyn-born Rockaway resident; he is a former NCAA D1 swimmer and water polo player at St. Francis College. He is a certified NYC Department of Parks Ocean lifeguard, recreation specialist and teacher of developmentally challenged individuals. He has been a coach and an Assistant Athletic/Aquatics Director at St. Francis College. He has served as coach of water polo at Asphalt Green; he founded, coached, and served as the Director of the Terrier Aquatic Club. He is a former board member of several organizations, including the Catholic Youth Association, the Collegiate Water Polo Association, and the NCAA Water Polo Championship & Rules committees. He is the former Empire State Games Sport Director; he is also a certified American Red Cross Instructor.

MICHAEL RANDAZZO: 12/1/2023

Executive Director, Inclusive Community Wellness, Inc.

Michael Randazzo, Executive Director, Inclusive Community Wellness, Inc. is an educator and community organizer. For the past twelve years, he has directed community projects for Long Island University, Brooklyn campus. Prior to that, he oversaw continuing education programs for The New School. He's been published in Swimming World Magazine, Brooklyn Paper, and The New York Times.

DR. CLANCY SEYMOUR: 3/24/23

Faculty Member, Canisius University; Past President, NYS AHPERD

Dr. Seymour joined the Canisius University department of teacher education and leadership as a full-time faculty member in the fall of 2007. He serves as the Director of the health, physical education, and sport pedagogy programs in the department of

teacher education and leadership. Dr. Seymour teaches undergraduate and graduate courses in physical education and sport pedagogy specializing in teaching methods, assessment, and coaching. In addition, Dr. Seymour is the Past-President of NYS AHPERD and currently serves on the Board of Directors. Clancy was also the Chairman of the New York State Education Department Learning Standards Project and served on the Society of Health and Physical Educators (SHAPE) America National Physical Education Standards Task Force. Dr. Seymour is also the co-editor the New York State Association for the Health, Physical Education, Recreation and Dance (NYS AHPERD) Curriculum and Assessment Guidance Document for Physical Education, Second Edition.

Originally from Brampton, Ontario, Canada, Dr. Seymour is a former Ice Griff student-athlete at Canisius University earning his bachelor's degree in 1997 followed by his master's degree in 1998. He completed his doctorate from D'Youville University in August 2014. In October 2023, Clancy was honored by Canisius University for 25 years of service. Physical education has a strong presence in both Dr. Seymour's professional and personal life. He lives in Wheatfield, NY with his wife Karin Seymour, who is also a graduate of the Canisius University physical and health education teacher education (P/HETE) program and is a K-12 physical and health educator in Buffalo Public Schools. At home, Karin and Clancy are continuously refining their craft as physical educators with 4 beautiful children.

TIM SHAY: 11/3/2023

Assistant Director, NYS DOH Bureau of Community Environmental Health & Food Protection

Tim Shay is the Assistant Director of the Bureau of Community Environmental Health and Food Protection in the New York State Department of Health. He has over 35 years of public health experience. Current responsibilities include statewide oversight and management for Recreational Environmental Health Programs including swimming pools, bathing beaches and children's camps. Responsibilities include oversight of swimming pool, beach and spray ground standards, drowning investigations and data analysis, and policy development and implementation. Mr. Shay is a former President of the Board of Directors for the Council for Model Aquatic Health Code, the organization established to oversee CDC's national pool code (MAHC). The MAHC is a voluntary standard and resource developed to help local and state authorities and the aquatics sector make swimming and other water activities healthier and safer.

SHAWN SLEVIN: 2/9/2024

Founder, Swim Strong Foundation

Shawn Slevin started Swim Strong Foundation in 2006 to reduce unintended drowning by teaching water safety and swimming skill education. Swim Strong offers Learn to

Swim (including Adaptive) through Competitive programs for ages 3 through Seniors. We have taught more than 10,000 students how to swim and given more than $1 Million in free swim lessons to families in need. Swim Strong's newest offering is "Know Before You Go®" series of four environmentally focused water safety educational programs which may be taught in person, remotely or in blended fashion. Shawn initiated legislation to mandate the training of water safety in NY State schools PK-12, bills S2207/A728 and S2545A/A4846.

Shawn is a passionate advocate for water safety and has been featured in two documentary films, many articles, tv and radio appearances and been recognized for her community work by several local civic and governmental agencies and nationally by USA Swimming Foundation. She looks forward to learning from and contributing to her new colleagues as a member of the Global Water Safety and Drowning Prevention Rotary Club. She resides in New York City, USA.

RICH SPECHT: 6/16/23

Co-Founder, ReesSpecht Life Foundation

Rich Specht is a father of four, husband, former science teacher, and co-founder of the ReesSpecht Life Foundation. The foundation is named in honor of Rich's son, Rees, who passed away tragically in 2012 at the age of 22 months. In the aftermath of Rees's death, Rich and his family were overwhelmed by their community's kindness and compassion, and they founded the ReesSpecht Life Foundation to pay it forward.

The foundation's mission is to promote kindness and compassion through various initiatives, including the distribution of "ReesSpecht Life" cards, which encourage recipients to perform acts of kindness in Rees's memory. The foundation has also established a water safety program called "ReesSpecht the Water" to teach children and their caregivers the essentials of how to be safe in and around the water.

In addition to his work with the foundation, Rich is also a public speaker who shares his family's story and the importance of kindness and compassion. He has given talks at schools, businesses, and community events and has been featured in various media outlets, including The Today Show, Fox and Friends, and Good Day NY.

CONTRIBUTORS:

REGINALD CHATMAN, MPH

Reginald graduated from Bard College in 2001 with a bachelor's degree in social studies and biology. In the summer and fall of 2023, he worked as an equity intern and consultant for Safe States Alliance, where he researched drowning disparities in Black and Brown communities. He is currently continuing his research on drowning disparities in Black and Brown communities, focusing on drowning disparities pre and during Covid. He is scheduled to graduate in May of 2024 from Columbia University's Mailman School of Public Health with a MPH with a focus epidemiology with a certificate in policy. He is also a member of Safe States Alliance Anti-racism and Health Equity Work Group.

SHARON CIHOCKI, MS

Sharon Cihocki has been the Business Administrator at Adirondack Central School for 20 years. Prior to Adirondack she was the County Manager in Lewis County, and the business official at APW and Mechanicville. Her bachelor's is from Clarkson University, and master's from SUNY Polytechnic Institute.

LORI DAVIS

Lori Davis has spent her life around aquatics. She was a certified American Red Cross Water Safety Instructor™ and Lifeguard Instructor for 40 years. She was also a Certified Pool Operator and Emergency Medical Technician (EMT) for 15 years. She managed the Downsville Pool for 14 years, served as the Pool Operations Manager at the Center for Discovery for 15 years, and volunteered as an EMT for the East Branch Volunteer Ambulance Services. She worked Logistics and served as an instructor for the American Red Cross; she also was an aquatics instructor for Upstate Aquatics, LLC.

KATHY DILMORE, MBA, CAGS

Kathy Dilmore has been an aquatics expert for more than 30 years. She is an American Red Cross Water Safety Instructor Trainer and Lifeguard Instructor Trainer for almost 30 years. She taught for aquatics for various colleges, municipalities, and the local American Red Cross chapter. She also served as part of the quality assurance committee for her local American Red Cross chapter. She received her bachelor's in chemical engineering and Master of Business Administration from Clarkson University. She Certificate of Advanced Graduate Studies in Mathematics from Bay Path University. Kathy is currently a Visiting Assistant Professor in the Mathematics, Statistics, and Actuarial Science Department at LeMoyne College.

BRIDGET GILLIGAN, MSOL, GC-HRM

Bridget Gilligan is a special consultant in organizational leadership who has contributed valuable insight into leading an aquatics program within a non-profit organization. Bridget has 17 years of experience working in aquatics as a lifeguard, swim instructor, water aerobics instructor, aquatics director, lifeguard instructor, lifeguard instructor trainer and an associate executive director. She was an Instructor Trainer for Upstate Aquatics, LLC, a top training provider for the American Red Cross. Bridget has a Master of Science degree in Organizational Leadership and a Graduate Certificate in Human Resources Management. Bridget currently is employed as a Senior HR Generalist where she specializes in organizational policy.

DEVIN JAMES MCDONALD, BS

Devin has worked in aquatics for 28 years. He is a certified Instructor and Instructor Trainer for American Red Cross Lifeguarding and Water Safety. He was President, Upstate Aquatics, LLC, a top training provider for the American Red Cross in Upstate NY. Prior to that, he was the Pool Director for the Village of Ilion Municipal Pool, an Adjunct Instructor for Lifeguarding at SUNY Herkimer, and volunteered at American Red Cross chapter-level aquatic schools. Devin earned a Bachelor of Science in Mechanical Engineering from Clarkson University. He is a Senior Operations Coordinator for the American Red Cross, where he has been employed for 17 years.

MARIE F. MCDONALD, MS Ed, CAS

Marie is a retired educator; she spent most of her career at Adirondack Central School District, Boonville, NY. She served in multiple positions, including Special Education Teacher, Chairman of Pre-School Committee on Special Education, Chairman of Committee on Special Education, Middle School Assistant Principal, and Elementary Principal. She is a proud graduate of SUNY Fredonia, the College of St. Rose, and SUNY Cortland.

CHRISTINE SCOLLAY, M. ED

For the past six years, Christine Scollay has been the Associate Director of Facility Operations for Syracuse University. She is a certified American Red Cross Water Safety Instructor Trainer and Lifeguard Instructor Trainer. She was employed for 7 years at the Hilton Head Island Recreation Association, where she was the Aquatics and Marketing Director. She worked for 21 years total as Aquatic Director various universities: Miami University of Ohio, University of Georgia, University of Tennessee, and Texas A&M

University. She is a member of the National Intermural Recreation Sports Association (NIRSA) and NYS AHPERD, where she was awarded the 2024 Central North Zone or NYS AHPERD Aquatics Teacher of the Year. Christine was an Instructor Trainer for Upstate Aquatics, LLC and recently assisted at the 2024 USA Diving Olympic Qualifiers.

JASON STEVENS, MS ED

Jason Stevens is the Aquatics Director for Palmyra-Macedon Central School District. He is a certified American Red Cross Lifeguard Instructor Trainer and Water Safety Instructor Trainer. He has been active in aspects of aquatics for 35 years. He received a Bachelor of Arts in history, and a Master of Science in computer science. He has NY State teaching certifications in elementary education k-6, special education k-12, Social Studies 7-12, and Mathematics 7-12. He owns L.E. Aquatics, LLC, a company that installs pool timing systems.

KATHLEEN YOUNG, MS, NBCT

Kathleen has been a NYS certified Physical Education and Health teacher since 1984 and a National Board-Certified Teacher (Physical Education: Early Adolescence to Young Adulthood) since 2013. Currently, she recently retired from Newburgh Free Academy where she had worked since 2005 as a Physical Education teacher specializing in Aquatics for general and special education students. She is a certified American Red Cross Lifeguard, Lifeguard Instructor, and Water Safety Instructor™. Kathy is an active member of NYS AHPERD; she has served as Adventure and Recreation Section President on the State Executive Council; at the zone level, she is a Past Zone President and Aquatics Representative. She has presented multiple times at AHPERD conferences. She was a member of the NY SED Physical Education Content Advisory Panel and was an active participant in the development of the new NYS Physical Education Learning Standards (revision 2020). She serves on the NYSUT Subject Area Committee for Health, Physical Education, and Family & Consumer Sciences addressing common issues in the subject area across NYS. She is a former competitive swimmer thru college, lifelong swimmer, paddleboarder, kayaker, lover of the outdoors. She should have been born a fish…

THANK YOU'S:

Michael Bauer, MS, Commission Director, NYS Department of Health Bureau of Occupational Health and Injury Prevention

Kamilla Harris, Program Aide, NYS Department of Health Bureau of Occupational Health and Injury Prevention

US Congressman Timothy Kennedy, (District 26); formerly NY State Senator (District 63)

Dr. Stephen Langendorfer, Professor Emeritus, Bowling Green State University; Vice-Chair of Aquatics Sub-Committee, Scientific Advisory Council, American National Red Cross; Editor, International Journal of Aquatic Research and Education (IJARE)

Jennifer Maglienti, JD, General Counsel, NYS Office of Parks, Recreation, & Historic Preservation

Assemblywoman Stacy Pheffer Amato, Assemblywoman for Queens District 23

Greg Slade, Chief of Staff for Assemblywoman Pheffer-Amato

Catlin Smith, Legal Assistant, NYS Office of Parks, Recreation, & Historic Preservation

Amanda Tarrier, MPH, Section Chief: Recreational Environmental Health, NYS Department of Health Bureau of Community Environmental Health & Food Protection

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